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ABSTRACT

This handbook was designed to support Colorado schools as they make the transition from a traditional school structure to that of a comprehensive schoolwide program. It contains practical information, activities, and suggestions to assist with the development of the individual components that comprise the schoolwide planning process. The guide features 9 components considered to be essential for the successful planning and implementation of the schoolwide program: (1) change and leadership, which outlines the change process and identifies components of successful change models; (2) preparation, which provides information to develop an organizational framework; (3) schoolwide focus, which highlights the steps involved to engage the entire school community; (4) internal analysis, which addresses the importance of comprehensive data; (5) desired results and measurable goals, which uses the findings of the internal analysis to identify school strengths and needs; (6) action strategies, which assist in the identification and development of research-based instructional or organizational strategies; (7) professional development and its importance in the process; (8) evaluation, which discusses the development of accountability systems; and (9) the schoolwide plan, which pulls everything together. Although the components are presented sequentially, the schoolwide planning process should not be viewed as linear in implementation. An appendix features information on schoolwide fiscal guidance and other important issues. (Contains 12 resources.) (RJM)

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SCHOOLWIDE PROGRAMS:

Preparing for School Reform

COLORADO

A PLANNING AND DEVELOPMENT HANDBOOK

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SCHOOLWIDE PROGRAMS:

Preparing for School Reform

A PLANNING AND DEVELOPMENT HANDBOOK

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WHY A HANDBOOK?

Planning for, and successfully implementing, a schoolwide project is a time intensive process involving many individuals committed to change. Identifying the school's needs, researching model practices, designing appropriate programmatic and instructional strategies, and defining the school's guiding principles all take time and effort.

To facilitate the schoolwide planning process Title I legislation requires that the state "establish a statewide system of intensive and sustained support…in order to increase the opportunity for all students in such schools [schoowide projects] to meet the State's content standards and student performance standards." This handbook is part of that system of support. It is a tool to assist schools navigate the multiple development activities inherent in designing a successful schoolwide program. At first glance it may appear overwhelming. It is not meant to be. Nor is it meant to be prescriptive. It is intended to be a resource, reference, and guide for the school as it begins reform and improvement efforts. Schools should use what is useful, ignore what is not.

This handbook has been designed in sections, each containing practical information, activities, and suggestions to assist with the development of the individual components which comprise the schoolwide planning process. Even though the components are presented sequentially, the schoolwide planning process is not linear. Information from each component will impact the activities and decisions made throughout the planning process. In addition to the activities in each section, all graphic organizers and suggested worksheets are contained in the *Tools* chapter of the handbook. Additionally, the handbook has been printed on one side to facilitate duplication, in part or in whole, for use by the school-based planning and development teams.

The ultimate purpose of this handbook is to support the school as it develops a comprehensive schoolwide plan. Thorough planning is essential to designing a program that successfully aligns instruction to standards, implements high expectations for all students, provides rigorous assessments, and promotes greater accountability at the school site.

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SCHOOLWIDE PROGRAMS: AN OVERVIEW

INTRODUCTION

INTRODUCTION

In recent years the Colorado State Legislature and the United States Congress have enacted legislation to support reform efforts in schools that need to substantially improve student achievement. The purpose of this body of legislation is to promote higher expectations for student achievement; provide programs that enable all children, particularly low-achieving students, to meet challenging State content and student performance standards; and to hold schools and school districts more accountable for student success.

Reform Initiatives in Colorado and the Nation

In 1993 the Colorado General Assembly enacted House Bill 93-1313 to serve as an anchor on education reform, with the focus of education including not just what teachers teach, but what students learn. School districts are required to develop content standards, programs of instruction, and assessments that reflect the highest expectations. Standards-based education will advance equity, promote assessment of student learning and reinforce accountability. This bill requires each school district to adopt a standards implementation plan that includes:

- revising/aligning curriculum to standards
- developing and implementing standards-based student assessments
- addressing special needs populations, and
- aligning professional development with a standards-driven system.

House Bill 93-1313 also created the Colorado Student Assessment Program (CSAP) which is designed to provide schools and districts with a tool to align their improvement efforts to the State Model Content Standards. This single uniform, statewide measurement assess schools' progress to raise the achievement levels of all Colorado students.

In 1994 the United States Congress reauthorized the Improving America's Schools Act (IASA) and included provisions to transfer the control for program design, implementation, and expenditure of federal funds to the local school and community. Congress realized the school and its community were best suited to identify the multiple factors that impact educational success at the local level and to design programs to meet their individual needs.

The Goals 2000: Educate America Act, which became law in 1994 and was amended in 1996, represents a vast approach for "improv[ing] student learning through a long-term, broad-based effort to promote coherent and coordinated improvements in the system of education throughout the Nation and the State and local levels."

In spring of 1996 the Colorado General Assembly passed House Bill 96–1139, the Colorado Basic Literacy Act. This legislation recognized the need for students to have the basic skills in reading and writing that are appropriate for their grade levels in order to succeed in school. The general assembly has therefore charged the department of education, school districts, schools, educators, and parents or legal guardians to provide pupils with the literacy skills essential for success in school and life.

In 1998 The Colorado General Assembly passed House Bill 98-1267 requiring a school accreditation process focused on student achievement results as measured by standards-based assessments. Each school district enters into an accreditation contract which defines the standards, goals, and requirements to be set by the school district over the term of the contract. The goals of accreditation are to:

- Promote a high level of achievement among the public schools of this state
- Develop and maintain a school and community partnership for the ongoing improvement of public education
- Support local efforts to reform and restructure the system of public education
- Emphasize standards-based education and testing
- Emphasize basic skills
- Focus on student achievement using standards-based statewide and local assessments
- Promote accountability from public schools and school districts

Schoolwide Programs and Their Role in School Reform

With the reauthorization of the Improving America's Schools Act (IASA) Congress relaxed the schoolwide program requirements legislated under Title I. By expanding the role of the schoolwide program initiative to promote school reform, the federal government realized its educational programs were too categorical, rigid, and centralized to meet the needs of local schools and communities. Therefore, it has provided for greater programmatic flexibility at the local level. This initiative is intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Academic and non-academic programs are designed to support, in a coordinated fashion, comprehensive education improvement strategies to enable all children – including children from low in-come families, children with limited English proficiency, migrant children and children with disabilities – to reach challenging academic standards.

A schoolwide program is not a separate project that is "added on" to existing projects in a school. Rather, its purpose is to stimulate schools to re-design and improve educational operations through the implementation of a comprehensive reform program. Schoolwide programs are designed to enable a school to align all its reform efforts into one comprehensive improvement plan. Schoolwide programs differ from traditional education models through:

- Increased flexibility and decision making authority in program design at the school level
- Greater accountability for, and emphasis on, student achievement results
- Coordination and integration of federal, state, and district programs, funding, services, and initiatives to provide more effective academic and non–academic support for all students espcially children from low-income families

Additionally, quality schoolwide programs:

- Ensure high standards for all children through the alignment of school, district, state and federal improvement efforts
- Provide all children an enriched and accelerated educational program designed to increase the amount and quality of instructional time
- Ensure all children (from the earliest grades) access to effective instructional strategies and challenging academic content that includes intensive complex thinking and problem–solving experiences

- Significantly upgrade the quality of instruction by providing staff with substantial opportunities for professional development
- Afford parents meaningful opportunities to participate in the education of their children at home and school

How does a school become a Title I schoolwide program?

To be eligible to become a schoolwide program a school must:

- Serve a participating Title I attendance area, or is a participating Title I school, under section 1113 of Title I Part A of the Improving America's Schools Act (IASA)

AND

Have at least 50% of the **children enrolled, or residing in the school attendance area**, from low-income families

Any eligible school that desires to operate a schoolwide program shall:

- Include teachers from regular and special programs, principals, other staff (i.e., pupil support staff), parents, and community members in the decision-making and planning process
- Consult with its district to determine the level of district support for the project
- Develop a comprehensive school reform plan based on the needs identified through an internal analysis of school and community data linked to student achievement
- Receive high-quality assistance and support for its reform efforts

What does the law require of a school during the planning process?

In developing its comprehensive schoolwide plan, a school must include the following eight components:

- A comprehensive internal analysis of the entire school to determine the needs of its children in relation their attainment of the content and performance standards
- Desired results and goals centered on student learning and academic improvement consistent with the needs identified through the internal analysis
- Structural and programmatic reforms based on effective ways of improving students' level of achievement and supported by research

- Assessment and evaluation procedures to measure student success in attaining proficient or advanced performance levels on content standards
- Equity in programs and policies to ensure all students access to, and benefit from, quality instruction
- A professional development plan designed to support and enhance the school staff's effectiveness in raising academic achievement for all students
- Parent involvement policies and programs to involve parents and families in supporting their children's education
- Coordination of federal, state, and local programs to reduce fragmentation of services and instruction and to promote a schoolwide focus on improving student achievement

Why should we have a schoolwide program?

Schools that have been successful, find that schoolwide programs:

- Reduce fragmentation of services
- Increase the quantity and quality of instruction
- Promote collaboration across programs
- Develop a cohesive whole school focus
- Are released from restrictive federal programmatic mandates

What are some of the results we can expect?

The results schools have seen include:

- Student achievement gains
- Enriched curriculum and instruction
- Increased parent involvement
- Enhanced professional development
- Increased staff focus and dedication to student achievement
- Increased collaboration between all staff
- Coordinated health resources

In order for the reform efforts to be successful, the school must coordinate all resources available – Federal, State, local and private – and integrate these resources to support the comprehensive approach to improving academic achievement for all students.

In recognition of the fact that previous legislation contributed to a fragmented educational approach and programming, Congress included a special rule under Title I, Part A of IASA which allows the U.S. Secretary of Education to exempt schoolwide programs from statutory or regulatory provisions of any noncompetitive formula grant program administered by the U.S. Department of Education. This exemption requires schoolwide programs to meet the intent and purpose of any such grant program when incorporated in the school's comprehensive reform plan. These Federal programs include:

The Federal education programs that may be combined in a schoolwide are listed below. The explanation of each program is provided in the appendix of this handbook.

Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies
Title I, Part B	Even Start
Title I, Part C	Migrant Education
Title II	Eisenhower Professional Development
Title IV	Safe and Drug Free Schools and Communities
Title VI	Innovative Education Program Strategies
Title VII	Emergency Immigrant Education
Title IX	Indian Education Act

The McKinney Homeless Education Act

Individuals with Disabilities Act (IDEA)

This handbook is designed to assist schools make the transition from a traditional school structure to that of a schoolwide program. Since Colorado schools are in the midst of meeting the requirements of multiple legislated reform initiatives, the schoolwide planning and implementing process affords the school the opportunity to develop one comprehensive reform plan supporting higher academic achievement for all students and greater accountability at the school level.

The handbook addresses the elements that contribute to a successful schoolwide planning and implementation process:

The handbook has been designed as follows:

Change and Leadership
outlines the change process and identifies the components of successful change models. This section also addresses the role of leadership in the reform process.

Preparation
provides information to develop an organizational framework for the planning process.

Schoolwide Focus
highlights the steps involved to engage the entire school community in the development of a common focus and direction for the schoolwide plan.

Internal Analysis
addresses the importance of comprehensive data collection and analysis. Data will drive the subsequent components of the schoolwide plan.

Desired Results and Measurable Goals
uses the findings of the internal analysis to identify school strengths and needs. This section provides information on how to prioritize the needs, develop desired results in term of student achievement, and write measurable goals. Aligned to State and District Standards.

Action Strategies
assists in the identification and development of research-based instructional or organizational strategies which support the goals and desired results.

Professional Development
illustrates the importance of professional development to the success of the schoolwide plan. This section provides activities which will assist the school to develop a comprehensive professional development plan which will support the schoolwide reform.

Evaluation
discusses the development of assessment systems which will provide both student and systems accountability.

The Schoolwide Plan
pulls everything together and provides practical tips for writing the actual schoolwide plan.

Discussions are Important

Reform requires extensive communication. Well-defined discussions are essential to planning for effective instructional change. It is important that these discussions begin early and continue throughout each step of the schoolwide reform process. All staff members must have the opportunity to honestly express their beliefs, ideas, and concerns about students, instruction and the learning process.

Purpose of Discussions

- To understand the importance of in-depth discussion to the schoolwide reform process
- To identify a variety of resources which can be used to foster thoughtful discussion
- To encourage active involvement and staff commitment

Facilitating Discussions

Conducting an effective, productive discussion is an art. Some important suggestions for staff members who will facilitate discussions are listed below.

- Set norms with the group regarding participation, listening and valuing opinions
- Facilitate the conversation – it isn't necessary to be the expert on the topic
- Keep the group on task
- Respond to the feelings of participants
- Keep the pace moving
- Return to the important questions when the discussion loses its original focus

Planning and implementing a schoolwide program is a dynamic process that engages the entire school and community to bring about comprehensive school reform.

SCHOOLWIDE REFORM

UNDERSTANDING CHANGE AND THE ROLE OF LEADERSHIP IN THE REFORM PROCESS

Colorado Department of Education, 1998

SCHOOL CHANGE

Do we Need to Change?

The purpose of this section is:

- To understand the dynamics of organizational transformation
- To understand the key elements supporting the change process in school reform
- To identify leadership skills and capacities to guide the planning process

> ***What is being asked of the educational system is not simply more effective implementation of known strategies and goals but simultaneous creation and implementation of a new conception of educational achievement and of instructional practice? Put another way, if our youth are to be prepared as complex thinkers and problem solvers, our teachers and schools must become problem solvers on a scale never before imagined.***
>
> **- Systemic Reform Studies of Education Reform Office of Educational Research and Improvement**

The school change movement has been known by many names. They include "school reform," "restructuring," "reorganization," and "comprehensive reform." All these terms imply change, but attempts at school change over several decades has produced mixed outcomes in terms of comprehensive reform resulting in greater quality education and improved student achievement. Many of these attempts lead to more and different attempts for change, often without examining what did not work. Reactive change, rather than proactive, purposeful change, does not last and does not result in sustained benefits for those involved. In the past, many reform efforts have been reactive, improperly conceived, improperly implemented, and/or not adequately assessed (Cooper and Henderson 1997).

Effective school reform takes time. It is not accomplished quickly, but occurs in incremental stages. Successful reform takes commitment, both personal and organizational. Reform demands a willingness to work hard, to clarify the purpose and direction of the institution, to understand how the contribution of each member as individuals and as a group helps achieve the organization's purpose, to resolve conflicting view points, and to adjust instructional practices to be in concert with the purpose and direction of the school. Becoming a Schoolwide program is comprehensive school reform.

True comprehensive school reform involves all who have a connection with the school. When undertaking the reform process, schools must be conscious to include all stakeholders within the school community. This includes administrators, the teaching staff, all student support staff, parents, and community members. The interest of the "community-at-large" (taxpayers, law enforcement, businesses, churches, and others) are often overlooked. These key community stakeholders are concerned about the quality of education and what takes place within the school. They truly are part of the school community.

"The problem with schools is not that they are no longer as good as they once were: the problem is that they are precisely as they always were, but the needs of society and the needs of students have changed significantly."
- Urbanski

It is important to allow all stakeholders to identify and address fears regarding the change process. Some issues that may emerge include:

- Loss of control
- Too much uncertainty
- Additional work -- a sense of being overwhelmed
- Not feeling appreciated
- Fear of change itself and fear of the unknown or undefined
- Unwillingness to alter "what seems to be working" - why change.

Alan Sturrock of Sunderland Elementary School in Sunderland, Maryland states four questions [to be asked about change]:

- What is the purpose of the proposed change?
- How will it make our children better learners?
- How will it ***improve*** current practice?
- How many changes is the school system currently managing -- and why?

Lessons from the Research

Research on school reform can help assist schools plan for, and implement change. There is now a substantial body of research about teaching, learning and school organization which may be used as a framework for school change and reform.

In "Fitting the Pieces: Studies of Education Reform" the U.S. Office of Educational Research and Improvement (OERI) reports eight lessons to guide prospective reformers. These are drawn from twelve major studies of school reform:

For planning reform efforts:

1. Ensure leadership: strong leadership enhances the prospect of successful reform.

Systematic change is changing the system of rules, roles, relationships that govern the way time, people, space, knowledge, and technology areused and deplayed.

-Philip Schlechty

2. Collaborate on goals: reform goals should be based on a shared vision and have active support of a wide range of stakeholders, who actively participate in achieving those goals.
3. Plan for time: school reform takes time and involves risks.

For implementing proposed reforms:

4. Provide training: there must be training before reform implementation.
5. Build in flexibility: reform strategies should be flexible to accommodate multiple solutions to a given problem.
6. Design the infrastructure: reform more than likely will require redesigning organizational infrastructure.

For sustaining ongoing reforms:

7. Manage resources: create ways to redirect or reallocate resources to meet the needs of the new emerging system.
8. Engage in self-assessment: reform is an ongoing process.

It is important to understand successful components and barriers to reform and school change. The Rand Study of comprehensive reform models found the impediments to be:

- Misunderstanding and confusion about the reform design
- Rules and regulations that get in the way
- Instability in building and district leadership
- Pre-existing turmoil among faculty members

Instead of the usual negative school improvement approach, i.e. "Find what's wrong and get rid of it," Margaret Wang in *Education Week* offers a new perspective: build on the proactive and positive resiliency research.

Wang suggests that schools considering schoolwide changes should pay attention to the lessons learned from research that are most important to comprehensive reform:

- Understand each child's learning needs
- Tailor instruction to address these needs
- Play to school and community strengths instead of focusing on what is not working.

Becoming a schoolwide program necessitates changes in the school. The planning process provides opportunities for systemic reform in attitudes, beliefs and practices teachers and other stakeholders have about teaching, the way students learn, how services are delivered, and the way the school is organized.

Structural and organizational changes are the result of transformational attitudes and beliefs. Understanding the change process and its impact on people will support a successful transition to become a schoolwide program.

The common wisdom on how to affect change, (at least what is often perceived as change,) is to alter teaching practices first with the intention of improving student learning. When teaching practices change and student learning improves, teachers' attitudes and beliefs change. Transformation reform is the opposite: change in teachers' attitude and beliefs precede change in teaching practice. (Thomas R. Guskey)

> ***Change is resource-hungry. It takes time, energy, money, materials and expertise to develop new solutions to complex problems, learn new skills, and arrive at new insights, especially when everyone is already overloaded with demands.***
> **-Fullan and Miles**

For schools and organizations who are immersed in the change process, some common experiences may include:

- Communicating differently
- Dealing with losses and gains
- Building trust
- Creating teamwork
- Understanding resistance and resolving conflict
- Knowing change is not always a linear process

Schools that have been successful with schoolwide reform found key elements supporting the change process and school reform. The elements consist of seven basic components:

- **Preparation**
    - Understanding change
    - Developing core educational focus, attitudes and belief
    - Aligning the school's purpose to reflect the common educational focus, attitudes and beliefs
    - Designing a planning process and a timeline, create leadership and development teams

- **Internal Analysis**
    - Collecting, disaggregating and analyzing data
    - Identifing strengths and needs
    - Incorporating District, State and Federal requirements in the school profile

- **Plan Development**
    - Desired Results and goals
    - Review current research
    - Develop action strategies aligned to standards

- **Review and Refinement**
    - Reviewing plan for completeness
    - Refining plan based on review recommendation

- **Implementation**
    - Assuring consistent implementation
    - Monitoring work
    - Benchmarking progress

- **Evaluation**
    - Assessing and evaluating program progress
    - Reporting results

- **Plan Revision**
    - Revising plan for continuous improvement

Collaboration and continuous improvement are critical to successful school reform. Authentic collaboration brings about common ownership and commitment through the planning process. The school staff and the key community stakeholders, including parents, work together for a common purpose: improved achievement and quality education. This collaborative group collects data, analyzes needs, creates a plan and implements the plan. All who are involved with this process are held accountable for the results. Evaluation of both the program and student achievement provide information as to what is working and what needs adjusting. Continuous improvement becomes a way of doing business in the school.

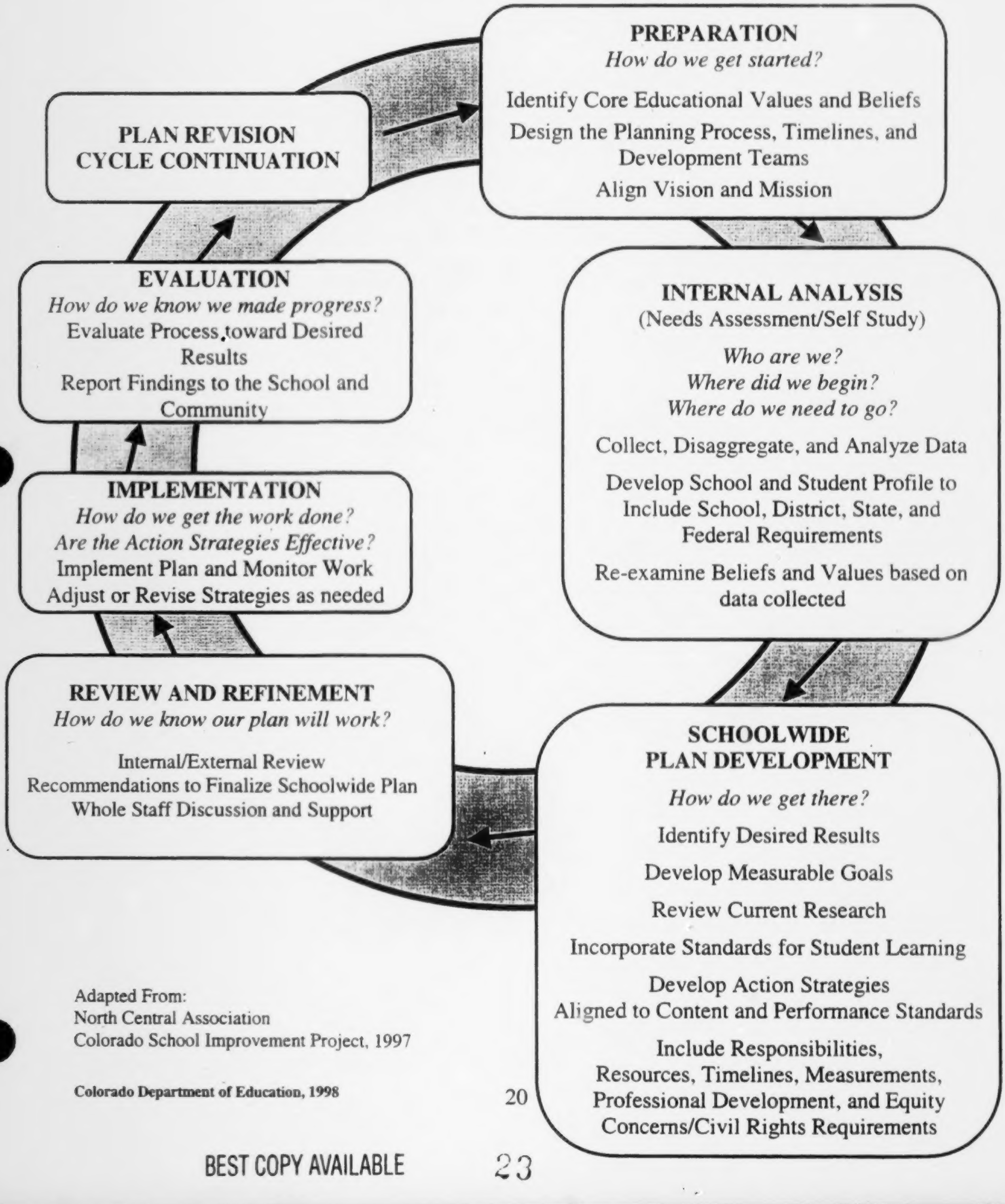
Successful reform is:

- Not top-down or bottom-up
- Highly collaborative
- Ongoing
- Continuous

Effective change for comprehensive school reform cannot happen or be sustained without support of all key stakeholders and the community at large. Developing the plan is the very first step for effective change. Implementation and evaluation of the newly designed program and structure, over time, will demonstrate the effectiveness of the planned change. Successful schoolwide programs include:

- Collaboration
- Leadership
- Institutionalization of the program
- Professional development
- Evaluation

SCHOOLWIDE REFORM PROCESS



PREPARATION
How do we get started?

Identify Core Educational Values and Beliefs

Design the Planning Process, Timelines, and Development Teams

Align Vision and Mission

INTERNAL ANALYSIS
(Needs Assessment/Self Study)

Who are we?
Where did we begin?
Where do we need to go?

Collect, Disaggregate, and Analyze Data

Develop School and Student Profile to Include School, District, State, and Federal Requirements

Re-examine Beliefs and Values based on data collected

SCHOOLWIDE PLAN DEVELOPMENT
How do we get there?

Identify Desired Results

Develop Measurable Goals

Review Current Research

Incorporate Standards for Student Learning

Develop Action Strategies Aligned to Content and Performance Standards

Include Responsibilities, Resources, Timelines, Measurements, Professional Development, and Equity Concerns/Civil Rights Requirements

REVIEW AND REFINEMENT
How do we know our plan will work?

Internal/External Review
Recommendations to Finalize Schoolwide Plan
Whole Staff Discussion and Support

IMPLEMENTATION
How do we get the work done?
Are the Action Strategies Effective?
Implement Plan and Monitor Work
Adjust or Revise Strategies as needed

EVALUATION
How do we know we made progress?
Evaluate Process toward Desired Results
Report Findings to the School and Community

PLAN REVISION CYCLE CONTINUATION

Adapted From:
North Central Association
Colorado School Improvement Project, 1997

Colorado Department of Education, 1998

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Resources

Helpful Resources

Books:

Allington, Richard L. and Cunningham, Patricia M.
(1996) ***Schools That Work***.
New York, NY: Harper Collins College Publishers.

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(1995) ***No Quick Fix***.
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(1991) ***What's Worth Fighting For?***
Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast & Islands.

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(1989) ***Effective Schools and Effective Teachers***.
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Zemelman, Steven; Daniels, Harvey; and Hyde, Arthur.
(1993) **Best Practice**.
Portsmouth, NH: Heinemann.

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Fashola, Olatokunbo and Slavin, Robert E.
"Schoolwide Reform Models," Phi Delta Kappan, Vol. 79, 1998, pp. 370-379.

Sykes, Gary. "Reform of and As Professional Development," Phi Delta Kappan, Vol. 77, 1996, pp. 465-467.

Having The Right Discussions About School Change

Discussions Critical to Successful Education Reform

In this age of school reform and restructuring most of the emphasis has been placed on structural or programmatic changes. While these changes play an important role in school improvement, research tells us that the most effective means of improving student achievement comes from changes in instructional practice in the classroom.

Effective instructional change does not happen without careful thought and professional development. Discussions about teachers' beliefs, about students and learning, and opportunities to study and share successful instructional practices are essential.

Discussion Starters

Listed below are some questions you may want to use to guide your conversations about selecting and adopting strategies.

- What successful strategies are we currently using in the classroom, within the school, and with individual students? How can we incorporate these strategies as we develop our Schoolwide Plan?
- What are we currently doing to plan for students who don't benefit from classroom and schoolwide interventions? What additional interventions do we need for students who are receiving limited benefit from current instructional strategies?
- What does research tell us about "state of the art" instructional practices? Which interventions best match our target area goals and the needs of our students?

(Adapted from Jefferson County Intervention Planning Process, 1997)

- What does reform mean to me?
- What do I believe my role would be in the reform process?
- Do the strategies and instructional practices currently used promote integration of curriculum?

"A school can create a 'coherent' environment, a climate, more potent than any single influence – teachers, class, family, neighborhood – so potent that for at least six hours a day it can override almost everything else in the lives of children"
– Ron Edmonds

- How are we ensuring that each student has ample opportunity to improve performance?
- How do state standards relate to instructional change?
- In what ways can Colorado Content Standards be addressed through the strategies we are considering?
- What administrative support do I need to make instructional change in my classroom?
- What professional development do I need to make instructional change in my classroom?

Activities to Promote Thoughtful Discussion

"Planned change begins with a goal or direction. Ideally, all stakeholders, those directly impacted by the goal, are involved in creating this direction. The whole staff discussions focus on assumptions about students, teaching and learning, school purpose, and structures need to take place. When the discussions become genuine and common, when the school and community are clear about the priority areas and ways in which to work to re-create their school, then the school is ready for change. The changes are "owned" and valued by the school and community and will be appropriate for each site."

-Cooper and Henderson

The following activities will assist in promoting thoughtful discussions in order to develop core values and beliefs around teaching and learning:

Reconciling the Old and New

Quite often teachers and administrators see practices that they believe to be successful discarded for the next fads. This activity involves staff members discussing individual and shared beliefs and practices. Knowing why one does what one is doing creates a philosophical foundation. It provides the rationale to keep what is useful and to make necessary changes.

Conduct a discussion around staff members' responses to:

- What do I believe about teachers and teaching?
- What do I believe about students and learning?

Record all ideas on chart paper. Use brainstorming rules as you are listing responses:

- Listen without criticism
- Be spontaneous

Provide staff with a list of state of the art practices taken from research.

Compare actual practices on the staff developed list to the state of the art practices.

Identify discrepancies and formulate a plan to decrease the number of discrepancies.

Activity Idea

> ***"However noble, sophisticated, or enlightened the proposals for change and improvement might be, they come to nothing if teachers don't adopt them in their own classrooms and if they don't translate them into effective classroom practices."***
>
> **-Michael Fullan**

Problem Solving Activity

Many times teachers and administrators are put off by the expression "Research indicates..." because the information doesn't always match with personal and professional experience. This activity encourages staff members to engage in problem solving through gathering their own data on a particular issue. Instead of others doing the research, this activity engages the staff in action research of its own.

First, have the staff respond to the following research-based principles:

- Heterogeneous groups benefit all learners
- Children need enormous amounts of easy reading to become proficient readers
- Retention provides little or no benefit to children

After the responses have been discussed and recorded, have staff members select one principle and work together in groups to gather information on the topic. This could be done through reading or actually collecting data on their own (For example, collecting data on the performance of local students who have been retained).

Allow several weeks for the staff to collect this information. Then have each group report back on what it has learned and compare the information with the responses generated in the first meeting.

After experiencing action research, schools may identify their own ways to use it in problem solving.

The staff may use information from this activity to help identify strategies for instructional change in the classroom.

Other possible activities include:

- Establish and implement professional study groups to read and reflect on the current literature regarding state of the art practices
- Provide staff development in, and implement peer coaching using, the Cognitive Coaching Model
- Study and observe schoolwide reform models, e.g., The New American Schools Models and existing schoolwide programs

The Importance of Leadership in the Change Process

"In schools where achievement was high and where there was a clear sense of community, we found, invariably, that the principal made the difference."

-Boyer

As schools move toward restructuring, the role of the principal becomes increasingly important. In the last decade research has continually supported the following:

- The principal is the key to a good school. The quality of the educational program depends on the school principal
- The principal is the most important reason why teachers grow, or are stifled, on the job
- The principal is the most potent factor in determining school climate
- Show me a good school, and I'll show you a good principal. (Barth, 1990, p. 64)

There seems to be widespread agreement that strong leadership is correlated with effective schools. Principals have the capacity to elicit the best from students, parents, and staff. Principals can insulate teachers from distractions and outside pressures so they can devote more of their time to working with students. Principals have the opportunity to orchestrate resources so that they are more equally distributed. (Barth, 1990)

Unfortunately, with the increasing pressures put upon them, administrators are finding less time to be instructional leaders and are being forced to become full time building managers. In order for a school's staff and community to successfully move through the change process, or more specifically the schoolwide planning process, it is essential for administrators to find their way back to becoming primarily instructional leaders.

The purpose of this section is to assist leaders with:

- Dealing with the dynamics of change
- Creating a collaborative community in order to sustain the implementation of the planning process
- Identifying those leadership skills and capacities needed to guide a school through the planning process

The Challenge of Change

As mentioned earlier in this handbook, schools must change if there is to be improvement, and change is a challenging process. Efforts to change schools are often met with resistance, but the process can be made much more tolerable if the leader understands the dynamics of change and is conscientious about respecting the legitimate needs and interests of each individual.

The following "Guidelines for Principals" are taken from Fullan and Hargreaves' *What's Worth Fighting For?* These guidelines provide effective leadership methods to assist administrators as they move their staff and community through the change process.

"Effective improvement means more than change. It also involves conserving what is good. Shrewd conservation requires deep understanding."
-Fullan and Hargreaves

Understand Your School's Culture

It is important to understand your school's culture before attempting to make change. Because of time constraints, principals often initiate change without a clear understanding of what are the values, traditions, assumptions and beliefs in a school. Principals are advised to get out of their offices and walk around the building. Ask questions and **carefully listen** to staff members about what they are doing, what they value, what are their satisfactions and dissatisfactions, what are their sources of pride or concerns, what do they feel the school stands for, and what are their dreams for the school. This is also an opportune time for administrators to share their ideas about what is valued and what is most important to them, without necessarily imposing their views on the staff.

"Valuing teachers who constantly seek to expand their repertoires and who search for opportunities to learn from their colleagues is more productive than endorsing a particular program or method."
-Fullan and Hargreaves

Value Your Teachers: Promote Their Professional Growth

An effective principal is one who can find something to value in all the school's teachers. Many times experienced teachers are devalued because their teaching styles are viewed as outdated and no longer valid. As a result these teachers feel disenfranchised and often are the most resistant to change. A principal can seek out veteran teachers and draw upon their wisdom and expertise, while encouraging professional development and advocating a change in instructional strategies.

Poor and mediocre teachers need to be assisted by identifying and praising their strengths and helping to raise their self-esteem, along with providing effective evaluation and supervision. Knowing and appreciating a teacher as a total person is central to understanding each individual's strengths and needs. This appreciation requires active awareness, observation, and honest communication.

Extend What You Value

"Sincere, regular praise, plus recognition and celebration of accomplishment, may be the most overlooked ingredient in results-oriented leadership."
-Schmoker

As the principal and staff move to make changes in instructional strategies, it is wise not to have too narrow a focus or goal. If a principal demands that everyone convert to an entirely new program, there is a risk of omitting strategies that have been successful in the past. It is important to support the integration of new strategies that will more likely keep teachers involved and committed to a change in program. However, teaching that consistently hurts children or fails to make improvements should not be allowed to persist.

Express What You Value

Leaders need to honestly express what they value. The best way for leaders to communicate what they value is through behavior and example. With authenticity, celebrate staff and student achievements in public presentations or staff meetings; write private notes to staff expressing your appreciation; encourage teachers to share experiences; participate in informal celebrations; ask for help where appropriate; and show that you are vulnerable, not invincible. These behaviors will express your core values that in turn will help teachers in developing a sense of what is important to you.

In *Making Sense As A School Leader,* Ackerman, Donaldson, and Van Der Bogert (1996) identify three central capacities that enable leaders to effectively address the challenge of change:

- **A capacity to understand, to articulate and to draw upon a technical knowledge base** regarding (a) children's learning and development, (b) teaching and other developmental activities, and (c) the organization of schooling experiences in an educational environment.

- **A capacity to establish and sustain one-to-one working relationships** with students, parents, and especially professional colleagues.
- **A capacity to facilitate the group activities** necessary to develop healthy community norms among students, staff and citizens (pp. 171-172).

"The principal's challenge is not to forge total agreement. Rather, it is to find ways of creatively harnessing the energy created by the tension of advocating for change while respecting the legitimate interests and needs of each person."
-Ackerman, Donaldson, and Van Der Bogert

The authors go on to identify specific skills, knowledge and personal qualities within these capacities that effective leaders demonstrate in response to the demands of advocating for change while respecting the status quo:

- **Capacity to use knowledge base:**
  Envisioning realistic improvement
  Strategies for systemic growth
  Evaluation of performance
  Processes of adult learning and performance change
  Elements of effective teaching
  Identifying what needs to be taught
  Effective assessment of learning
  Assessment of teaching

- **Capacity to establish productive one-to-one relationships:**
  Setting individual expectations for professional improvement
  Assuring individuals of their value
  Stimulating creativity
  Effective supervision practices
  Motivating professional performance/growth
  Conferencing skills

- **Capacity to facilitate group thought and action:**
  Setting collective expectations for improvement
  Valuing others while challenging their practices
  Creating schoolwide norms for good teaching
  Supporting risk taking and growth
  Collegial support and feedback systems
  (Ackerman, Donaldson, Van Der Bogert, 1996, pp. 174-175).

Principals can do a variety of things to make change easier for staff and community. However, no person can do it alone, and that reality leads to the importance of collaboration.

Leadership Through Collaboration

As principals strive to initiate and implement change in their schools, care should be taken that the vision or mission of the school is not solely the principal's. The effective administrator fosters collaboration and should be engaged in promoting involvement and learning in as many parts of the school as possible. Principals, too, are learners and should participate in professional development activities with their teachers. (Fullan and Hargreaves, 1991)

"Collaboration should mean creating the vision together, not complying with the principal's own. The articulation of different voices may create initial conflict, but this should be confronted and worked through. It is part of the collaborative process.
-Fullan and Hargreaves

Because there is no guarantee as to how long a principal may work at any particular school, the ability to generate a collaborative community is essential. One way to ensure staff involvement as a school begins its journey through the schoolwide planning process, is to establish two types of groups: a **leadership team** consisting of staff members and administrators, and **study groups** consisting of staff members. The leadership team works with the faculty to collect and analyze data, set goals for improvement, develop strategies to attain the goals, evaluate the improvement plan, and assess progress toward achieving the identified goals. The study groups consist of four to six members who select areas of study, provide ideas for strategies, and assess them. Group members also study the professional literature, reflect on it and discuss what they have learned with the rest of the staff. Study groups can identify staff development needs, use peer coaching, and engage in action research. If this method of collaboration is used, then all staff members have ownership in the plan and will be more willing and able to continue their school improvement work even if there is a change in leadership following year. (Joyce, Wolf, and Calhoun, 1993)

"In the fully functioning collaborative school, many (indeed all) teachers are leaders."
-Fullan and Hargreaves

As the principal and staff work to build a collaborative community, it is imperative to ensure open and honest communication among all groups. Nothing can sabotage a plan more quickly than misunderstandings because of a lack of communication. A staff should establish a method of communicating the results of its group work, whether it be during a scheduled time at staff meetings, in other scheduled meetings, through periodic newsletters, through e-mail, or all of the above. Communication is critical!

Another essential component to enhance collaboration is the development of a decision-making or issues management process which can be used effectively to assist staff members in making decisions about tough, controversial issues that will inevitably arise during the planning process.

Roland Barth believes that schools can become a community of leaders. "School people with different titles frequently share the same goals and tasks and need the same skills in enlisting disparate individuals and groups in a search for good schools" (p. 144). Specific leadership skills and capacities are needed in the schoolwide planning process.

Leadership and the Schoolwide Planning Process

"Schools improve when purpose and effort unite. One key is leadership that recognizes its most vital function: to keep everyone's eyes on the prize of improved student learning."
-Schmoker

There are certain essential elements of leadership that must not be forgotten as a principal and staff undertake the enormous but rewarding task of writing an effective schoolwide plan.

- It is imperative for leaders to maintain the focus of the schoolwide plan, i.e., **improved student learning.** Every goal and action strategy should ultimately be directed toward student achievement.
- It is essential for leaders to understand the relationship between standards, assessments and evaluation, so that they may provide the instructional leadership necessary to attain improved achievement.
- A thorough knowledge and implementation of the supervision and evaluation process is critical to ensuring that all students' individual needs are being met as completely as possible - again, to promote student achievement.
- Leaders need to be able to balance needs and resources by prioritizing goals and identifying relevant resources. Skill in stimulating resourcefulness and creating a "we can" attitude will enhance the planning process.

- Leaders must understand community values and realize the political, social, and cultural influences on the school. Two-way communication with the community is critical in creating a successful school plan.

In assessing the knowledge, skills, and qualities needed to take a school through the planning process, it is no surprise that leaders are often overwhelmed and experience burn-out early on in the school year. One final suggestion, and perhaps one of the most important, is that "people learn and grow and survive through humor. We should make an effort to elicit and cultivate it, rather than ignore, thwart, or merely tolerate it" (Barth, p. 170).

Barth describes an incident that happened to him when he was a principal:

> "I was working in my office late one afternoon when a group of young boys arrived under my window on their bikes. As they were leaving, the smallest one yelled out, 'Hey, wait for me, I'm your *leader*!' Precisely how I was feeling as leader of the school! That anecdote, pasted on my bulletin board, helped me get through the rest of the year." (Barth, p. 170)

Hopefully, leaders can keep their perspective through humor, which will enable them to undertake this most important and difficult task of improving our schools.

References & Resources

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ORGANIZING FOR SCHOOLWIDE PLANNING

PREPARATION

PREPARATION

How do we get started?

What is most important to recognize is that school staffs that decide to "go schoolwide" do not attain success simply by declaring their school a schoolwide program, sometimes by hastily throwing together a plan or using the opportunity simply to reduce class size. Schools that are successful (sometimes beyond their dreams) and that make a difference for kids are the ones who have taken seriously the planning process, make decisions that are often hard-won but data-driven, and change many elements of the school program in order to better meet the needs of the children served by it.

-West Ed

The purpose of this section is:

- To develop an organizational framework for the planning year, specifying work groups and timelines
- To gain faculty and community involvement and support for the schoolwide reform process and plan design
- To identify existing reform efforts

Gaining Whole School Support

A strength of the schoolwide planning process is the collaborative work by all stakeholders to achieve a common goal; improving academic success for all students. For the reform process to be effective and sustainable, all stakeholders (teachers, administrators, students, parents, district level personnel, business, health, and community groups) must understand, and be engaged in, the change process. The stakeholders must agree that the existing system needs to be changed. It is only through their coordinated efforts that comprehensive, systemic reform can be successfully implemented and sustained.

Every school has some type of improvement initiative, but staff members may not know and understand the function and goals of the initiatives they are attempting to implement. A mutual vision, shared by all stakeholders, about how to reach the goal of improved academic achievement cannot be taken for granted. Stakeholders must have the opportunity to discuss their beliefs, and explore their differences, in order to create a schoolwide program, which is supported by the majority of stakeholders and is reflective of their needs. For reform efforts to be successful, all stakeholders must understand the context in which the reform will be implemented.

The school and the community within which it exists are an inter-related structure. Understanding how each individual element affects the other must be discovered and understood. The schoolwide process is inherently data driven. As a result, staff, parents, and community stakeholders must be actively involved in the planning and development process. Through the involvement of all stakeholders, the school will be able to gain multiple perspectives on where the school is currently and where it needs to go.

Involving Staff

The success of the school's reform efforts will ultimately be dependent on staff support. Since teachers will be implementing the majority of the reform initiatives, their input in the planning and development process cannot be understated. Schoolwide planning is not a top–down process, one in which the principal or district dictates the direction and scope of the project. If this is the case, the staff will have the feeling that the plan is being "done to" them rather than being "done by" them. It is also not "one more thing" the school has to do. Schoolwide reform is a way in which to coordinate and align all the school's improvement initiatives (i.e., Accreditation, School Improvement Plan) and therefore, avoid or minimize redundancy of effort.

How do we involve staff?

- Encourage all staff members to participate on one of the development teams.
- Use staff meetings and internal school newsletters to keep everyone informed of the planning process.
- Use the schoolwide planning process as a professional growth opportunity and provide university/college or re-certification credit.
- Design the process for the greatest amount of participation with the least amount of "personal time" work.

Activities for gaining whole school support:

- Engage staff in small group activities, which illustrate the importance of change and reform. For example, have staff members work in groups to develop lists of how the world is changing for students. Have each group share its list with the rest of the groups. Then have each group develop a list of what schools do really well. Again, have them share this list with the larger group. Compare the two lists. Usually, the need for change and improvement on the part of schools is very clear.

- Involve the staff early in the planning stages of the schoolwide reform process. The following are examples of some questions the staff might want to consider in order to begin the planning process:

    - How can we make student learning the major focus of our reform efforts?
    - What do we believe are our students' strengths and needs?
    - What areas of student learning need immediate attention?
    - How can we take advantage of the unique contribution of our school faculty and community?
    - What other things do we need to do to make our planning process as meaningful and useful as possible?
    - What health, safety, social, and/or behavioral issues are barriers to learning?
    - How can we integrate behavior plans in our reform efforts?

Involving Parents

It is understood that parental participation in schooling improves student learning. When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Plan for parent participation in each part of the schoolwide process. When parents understand the strengths and needs of the school and help develop the schoolwide plan, they see that their opinions and contributions are valued and they become committed to the process. The following are a few ideas:

How do we involve parents?

- Design with parents ways in which they can become involved in the schoolwide planning process.
- Gain parent support and involvement through homes visits, neighborhood activities, and special parent programs at school.
- Use the school's existing parent organizations such as accountability committees, PTO, and others.
- To provide meaningful opportunities for parent participation from historically underserved populations, consider:
  - Providing information in the language of the home
  - Scheduling meetings at various times of the day to accommodate work schedules
  - Providing child care.

Involving the Community-at - Large

It's important to broaden participation, so that members of the extended school community are involved in the schoolwide planning. In fact, IASA requires the school to provide opportunities for the school community to participate in the schoolwide planning process.

How do we involve the community-at-large?

How can the school involve these groups in the schoolwide reform process? The following are a few ideas:

- Include members of key school committees (for example, the accountability committee, site-based management team, curriculum development teams, and any group related to health/safety/behavior) on the schoolwide planning committee.
- Engage interested community members in the schoolwide reform process by scheduling events to provide more information about the school's plans for improvement and the community's role in the process. These events should take place at various locations within the community.
- Design a mechanism by which the community is informed on a regular basis regarding the progress of the school's reform efforts.

Coordinating the School's Reform Efforts

Planning for schoolwide reform also involves coordinating the schoolwide planning process with other initiatives that are within the school (i.e., standards and assessments, accreditation, curriculum reform, school improvement plans, and others.) Identify the other improvement efforts that have been initiated to enhance teaching and learning and determine how best to coordinate these efforts with the schoolwide process. **One coordinated plan is the most efficient way to integrate all reform and improvement activities in the school.**

Organizing the Work

Change is a process and as a process it must be managed. School reform is most successful when a schoolwide leadership team is established to guide and coordinate the overall school reform efforts. This team provides leadership and coordinates the schoolwide plan development.

The roles and functions of the leadership team may include:

- Managing and facilitating time, schedules, and tasks as they relate to the schoolwide planning process
- Creating an effective information-sharing and feedback system
- Developing public and political support for the school's reform efforts
- Keeping the planning process fluid and open to change
- Posing engaging challenges, asking tough questions monitoring progress, and providing constant feedback

Establishing Development Teams

School reformers usually start out with high levels of energy and commitment to the process. Unfortunately, institutionalizing change is a long, arduous process, and over time competing responsibilities and the slow pace at which gains are made can drain enthusiasm. Strong leadership can help ensure that initial reform objectives are achieved. In addition to making key decisions and following through on their implementation, effective leaders build consensus, promote buy-in, and delegate authority among participants.

- Fitting the Pieces
Studies in Education Reform
OERI

In addition to the schoolwide leadership team, a variety of development teams should be established to focus on particular components of the planning process. The roles of these teams include:

- Data collection and internal analysis
- Developing a vision, mission, and common focus
- Identifying desired results and goals
- Developing action strategies
- Evaluation

In creating and implementing the leadership and development teams, representation of all stakeholder groups is essential. Team membership should include academic and non-academic personnel such as teachers, administrators, media specialists, school counselors/psychologists, school nurses, social workers, parents, community/business representatives, budget experts, staff developers, and district personnel. Not all stakeholder groups need to be present on every team. However, teams should represent a mix of functional roles and experiences, and all stakeholders should be involved in the schoolwide development process. For the planning to truly reflect a whole school effort, all points of view need to be present in the planning and development process.

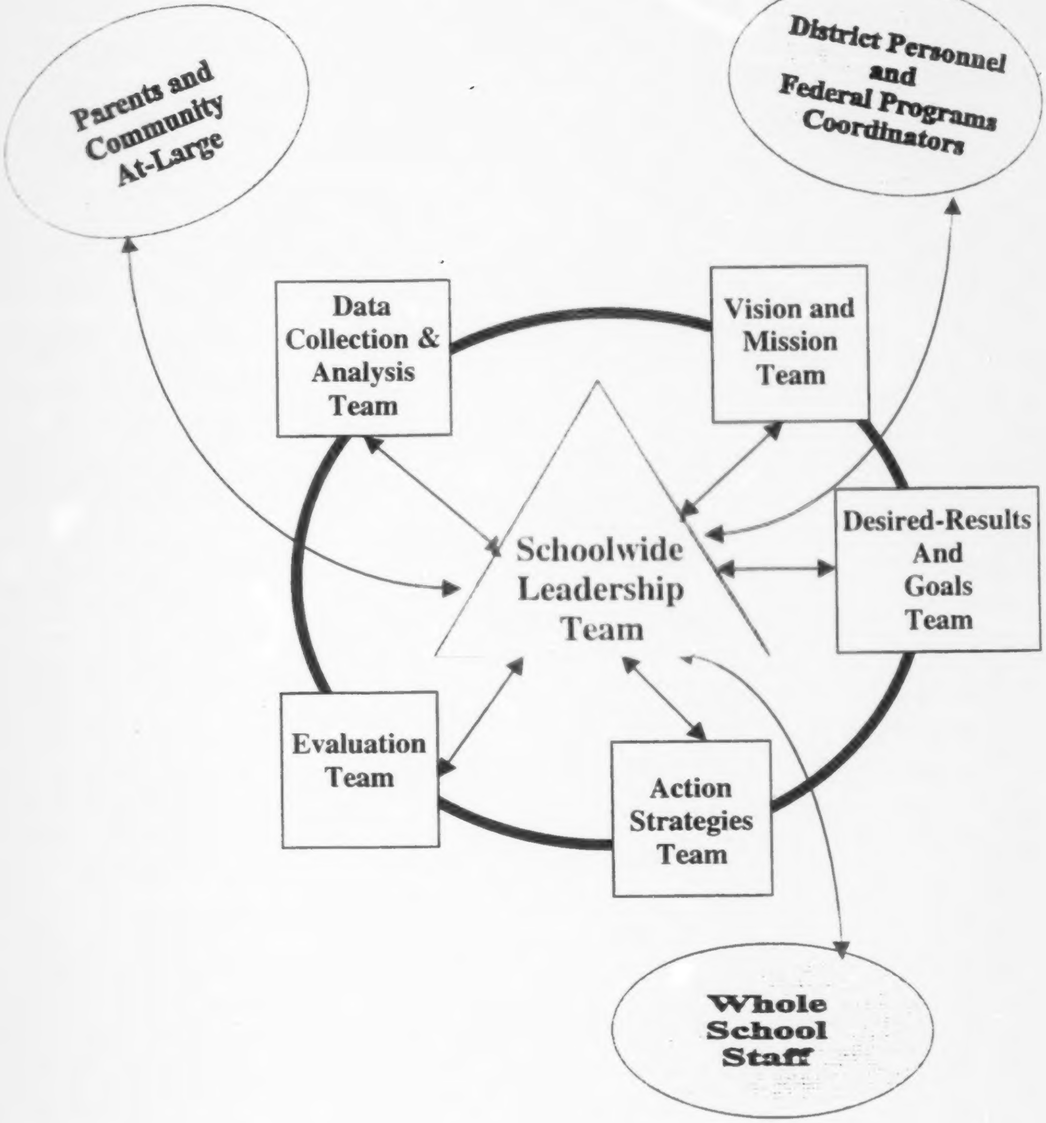
An effective schoolwide program plan cannot be developed by one individual or a few in isolation. A strong plan will be the result of the school community coming together to focus on the plan's ultimate outcome – increased achievement for all students.
-West Ed

Once the teams have been formed, an effective communication information sharing system is essential. A lack of dialogue will leave the concerns and fears of teachers, parents, students, and the community unaddressed. Learning is a communication function and, as such, ideas and feedback need to be shared. The leadership team should function as a conduit for the information generated by the individual development teams. By creating a double-looping information or feedback system, the leadership team can ensure that information flows in all directions at once. Information from the development teams flows through the leadership team to all teams and stakeholders for reflection and feedback.

As outlined in this handbook the planning process appears to be linear. Reform is a generative process that happens on many levels at once. The school staff and development teams will constantly move between data analysis, discussion, and decision, throughout the development and planning process. For schoolwide reform to be successful, all stakeholders must have the opportunity to reflect on the information generated, participate in the planning process, and share in the responsibility for implementing change.

The roles, responsibilities and work of the leadership and development teams does not end with the completion of the schoolwide plan. Schoolwide reform is a continuous process, and therefore it is important that the teams continue to function during the implementation, evaluation, and revision phrases of the process – the scope of the work may change, but it does not become any less important.

Here is a sample planning organizational chart:


Parents and Community At-Large
District Personnel and Federal Programs Coordinators
Data Collection & Analysis Team
Vision and Mission Team
Schoolwide Leadership Team
Desired-Results And Goals Team
Evaluation Team
Action Strategies Team
Whole School Staff

SCHOOLWIDE FOCUS

A COMMON FOCUS AND DIRECTION

SCHOOLWIDE FOCUS

Who are we? Where are we going?

Everyone has a philosophy of education, whether or not it's communicated. Our individual philosophies affect the behavior and decisions made by everyone involved in the school staff members, parents and community members. Many discussions need to occur with the staff and school community concerning curriculum, instruction and student learning. It is very important to find out what the school community thinks is important in education. These discussions will help establish a common ground and focus for the change process and help develop the vision of a school where all students are successful.

Developing A Common Focus

As a school begins the change process it may find barriers that hinder the ability to implement reform strategies. Many schools are organized in ways that impede creating effective programs to meet all student needs. Often historical policies and practices constrain the vision of how the school might change.

Schools need to reflect on the following:

- Will the curriculum and instruction that the school is currently using meet the expanded literacy demands of a technological society and the academic needs of all students?
- What does the staff think is important about curriculum, instruction and student learning?
- Are assessments aligned with the standards, curriculum and instruction?
- Should we continue with the traditional in-service education offerings for teachers and administrators? Does the professional development provide the support that the staff needs to improve instruction?
- Does the design of the school day and school year meet the needs of children that come from poverty and/or from families where there is no after school adult supervision because of employment?
- What family-involvement policies and initiatives do we have to support student learning?

- Does the school community think the school is doing a good job in educating all students?
- What does our school and school community believe about our school?

In order to develop a common schoolwide focus, each staff member must first reflect on one's individual thoughts concerning teaching and learning.

- ➢ What do I think is important about literacy and student learning?
- ➢ What do I think is important about teacher collaboration as related to instruction and student achievement?
- ➢ What do I think when I say all students can learn?
- ➢ What would I like to see more often in my classroom?
- ➢ What would I like to see less frequently in my classroom?
- ➢ Do I need to worry about the cognitive, physical, and social development of students?
- ➢ What is the involvement/role of parents in the education of their child?
- ➢ What is the involvement/role of the school community in supporting the education of children?
- ➢ What do I need to do to prepare students for the future?
- ➢ What do I think is important about instructional leadership?
- ➢ What makes an effective school?

These reflective questions and discussions lead to decisions about what the school and community think is important about instruction, curriculum, and how students learn. The attention to developing a clear focus helps the school clarify its purpose, and elicit commitment for collective action. When a school clarifies its focus, it can align its work, rally people, and make improvements. A clear vision focused on instruction, curriculum and student learning establishes a foundation from which school reform begins.

A vision is the ideal situation for the school and students to attain. Try to articulate that picture of the future. Envision how the school is to be in three years. The ideal becomes reality when the focus becomes the collective vision. Leaders in the school must see the vision, share the vision, and facilitate the changes that are necessary to reach the vision. As a school staff integrates the shared vision and focus, it can join together to make change work for the school. A shared vision is a powerful unifying principle. The choice to support a vision that reaches beyond the individuals' personal gain makes possible feats that would otherwise be impossible.

As schools move forward with their schoolwide planning, the vision guides the design of their goals, the action strategies supporting the results-driven goals, and the involvement of the school community to support student achievement.

Well-planned schoolwide programs reflect the vision and philosophy of the whole school: students, faculty, families, and the community.

Vision cannot be produced by a reaction against what we do not want. It must be a product of what we do want…
Authentic vision…
Lives, breathes, and is tangible. The term implies something that we can see well enough to recognize if it appeared in reality.
-Robert Fritz

INTERNAL ANALYSIS

DATA COLLECTION: CREATING A SCHOOL PROFILE

INTERNAL ANALYSIS

What are our Strengths? Where are our gaps?

Federal Schoolwide Requirements:

A schoolwide program shall include...

(A) A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State student performance standards..."

"Any eligible school that desires to operate a schoolwide program shall first develop...a comprehensive plan for reforming the total instructional program that:

(v) Provides for the collection of data on the achievement and assessment results of students disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.

Section 1114 (b) (1) & (3) (A) (v) I.A.S.A.

What is an Internal Analysis?

> *To [collect data] without reflection is like eating without digesting.*
>
> \- **Adapted from Edmund Burke**

The Internal Analysis is a self-study and needs assessment conducted by the school. It is a systematic effort to acquire an accurate, thorough picture of the strengths and opportunities for improvement within the school community, thus identifying the needs of the students in your school. A comprehensive internal analysis is the foundation for planning schoolwide reform, for making decisions about the entire school. It assists in determining program strengths and opportunities for improvement, identifying unmet students needs, establishing program priorities, and reallocating educational resources. It answers the questions:

- "Who are we?"
- "Where did we begin?"
- "What are the strengths and barriers for student achievement in our school?"

The purpose of this section is:

- To collect and analyze data to create a school profile
- To identify the school's strengths and needs
- To create a school profile
- To review the school's mission and core values

Getting Started Developing the School Profile

A schoolwide program requires schools to develop a comprehensive needs assessment and a school profile. The school and student profile is a compilation of information that describes the students within a specific school by focusing on **student, instructional, and community characteristics** that are relevant to student performance and school improvement. Often school planning teams limit their scope to a review of student achievement data – most often test scores. Comprehensive planning looks beyond student test scores to gather more extensive information about all aspects of students' educational lives and experiences (WestEd). Data from the school profile allows the team to:

- Identify Strengths
- Identify Student Needs
- Indicate Areas for Improvement
- Provide a Focus for Goal Setting
- Demonstrate Results

Why do we do this?

The school profile provides the information to identify and understand the challenges facing the school and its students and to plan for improvement. It also helps the school to respond to the unique circumstances of its community, teachers, students, and parents.

The profile reflects the data that enables the school community to identify the school's strengths and needs. The profile is the document from which school results-based goals emerge. As such, it provides the baseline information to use later for comparisons when evaluating the success of the school's improvement efforts.

By developing and maintaining a thorough school profile, the school consistently has available data that can be used for local, state, and federal reporting and accountability purposes. It also represents the school as it is now before reform and restructing takes place. Analyze the data in order to:

- Profile the learners in the school
- Document changes in student achievement
- Identify the strengths and opportunities for improvement of the school students, and community

Incorporating Content Standards

An integral component of your internal analysis is student progress toward meeting student content standards. You must include student performance on the content standards in your data analysis and school profile. You should also include any goals and directions you are pursuing in relation to student achievement of the content standards at the proficient and advanced performance levels. For example, some schools may be working on aligning curriculum with the district standards. Other schools may be designing assessments to measure student progress in the student content areas. Still others may be focusing on improving achievement in a specific content area. **Whatever the work may be, consider *your* school's efforts in relation to content standards in the internal analysis.**

Colorado Student Assessment Program (CSAP)

To measure student attainment of the Colorado State Content Standards schools will need to collect and review student performance data on the Colorado Student Assessment Program (CSAP) assessments. The following chart indicates at what grade levels, in which content areas, and when the CSAP assessments will be given.

Level	Subject	Grade	Spring 1997	Spring 1998	Spring 1999	Spring 2000	Spring 2001
Elementary	Reading	3rd		CSAP	CSAP	CSAP	CSAP
Elementary	Reading/Writing	4th	CSAP	CSAP	CSAP	CSAP	CSAP
Elementary	Math	5th			Fall 1999 CSAP	Fall 2000 CSAP	Fall 2001 CSAP
Middle/JHS	Reading/Writing	7th			CSAP	CSAP	CSAP
Middle/JHS	Math/Science	8th				CSAP	CSAP
High School	Reading/Writing/Math	10th					CSAP

NOTE: In designing its schoolwide plan a school must emphasize how it is addressing student needs as identified through CSAP and the internal analysis in order to enable all students to meet challenging content and performance standards.

Incorporating the Colorado Basic Literacy Act

The Colorado Basic Literacy Act requires that the reading growth of all students be monitored carefully from kindergarten through third grade and further requires that those students not reading at grade level be placed on an ***individual reading plan***. These requirements have direct application to an elementary school's internal analysis process.

The rules of implementation of the Colorado Basic Literacy Act state that decisions must be based on a body of evidence gathered over time to "reflect the stages and complexity of reading development." "Assessment must inform reading instruction, provide information about student growth as well as yield information on student's phonic skills and reading comprehension." School districts must use evidence from two categories: Individual Reading Assessments and The State Third Grade Reading Assessment.

The handbook, ***Implementing The Colorado Basic Literacy Act,*** outlines the rules and regulations governing the Act, gives suggestions for building a district literacy plan, lists possible assessments for determining student's reading proficiency, and provides ideas for individual literacy plans. This handbook has been distributed to all school districts.

You will want to utilize the data collected in fulfilling the requirements of this act in your systematic efforts to identify the data driven literacy needs of the children in your school.

Collecting Data

The school profile should include the following basic information:

- The size of the school
- Age and grade levels served
- Increasing or declining enrollment patterns
- Student population characteristics "number and percent of

students by race, ethnicity, gender, exceptional ability, limited English, socio-economic status"

- Disciplinary referrals, retentions, expulsions, and drop out rates
- Enrollment, attendance, mobility and stability rates
- Graduation rates
- Student performance on state and district standards (as measured by CSAP and district assessments)
- Percentage of students taking advanced placement courses
- Percentage of students taking CSAP
- Percentage of students exempted from CSAP

If the goal of your data collection is related to student achievement, investigating existing records will not be enough. You will want to obtain subjective information from teachers and administrators to get information about how students actually perform in school. You may want to talk with parents, student employers, and other persons to find out how students apply academic skills outside of school.

If your data collection is related to students' attitudes, you will want to talk with several sources besides the students themselves. They may have a limited or highly personalized view of their educational situation. (Adapted from Northwest Regional Lab Technical Assistance Guide.)

The general categories for data collection are student, instructional, and community characteristics relevant to student performance. To the extent that this information is readily available, a review of the following information across a three-year to five-year period is recommended.

The following are examples of data the school should include in the school profile. As you collect and review student, instructional, and community related data you will need to identify what data are currently available and what's needed. Chart #1 will help in the process of data collection.

Chart #1

What's Available	What's Needed

Student Characteristics

Demographic information describing students' academic performance and achievement, behavior, and satisfaction levels are included in this area. The school should collect both objective and subjective data.

Objective Data

- Ethnic/racial & gender data
- English language proficiency status
- Migrant status
- Enrollment data
- Attendance data
- Retention, completer, and dropout data
- Participation in advanced courses
- Suspensions, expulsions
- Disciplinary infractions
- Student performance on the district standards (number and percentages attaining or exceeding the district's standards at designed levels)
- Standardized test scores (e.g., ITBS, CTBS, SAT, ACT, State Assessments)
- Student reading proficiencies as determined by the assessment system used to gather the body of evidence required by the Colorado Basic Literacy Act
- Students requiring Individualized Learning Plans
- Number and percentage of pupils who have increased their

literacy and reading comprehension levels by two or more grades during one year of instruction

- Prevalence and Incidence data (for violence, weapons and weapons related incidents, alcohol, marijuana, tobacco, inhalants and other drugs)
- Entry level characteristics of students in the school
- Follow-up information about graduates
- Mobility rates
- Percentage of students taking advanced placement courses
- Percentage of students taking CSAP
- Percentage of students exempted from CSAP
- College entrance exam scores, including number and percentage of students taking these exams
- Post secondary entrance rates

Remember:
All student data must be disaggregated by race/ethnicity, gender, socio-economic status, Limited English Proficiency, migrant status and handicapping condition.

Subjective Data

- Parent perceptions about student achievement, discipline and safety issues
- Business perceptions of student readiness for the work force
- Student perceptions of discipline and achievement

Objective and Subjective Data that will Enhance the Profile

- Portfolio accomplishments, work samples, performance assessments, observation summaries, and anecdotal records
- Grades reported
- Achievement and failure patterns across grade levels
- Student strengths and assets
- Resiliency factors
- School climate: sense of security and safety for students, faculty and staff
- Health data: nutrition, physical activity, number of students on prescriptions, and other data available from the school nurse

Instructional Characteristics

Instructional issues that are believed to be influencing student performance in the school should be examined in the school profile. Relevant data include:

Objective Data

- Curriculum (e.g., availability of courses by grade subject and common themes)
- School organization (e.g., class and grade configurations, school schedule, multi-age grouping, class size, teacher/ student ratio, etc.)
- Classroom organization (e.g. grouping patterns, co-teaching with varied professionals, inclusive practices)
- Common instructional practices used in the school (e.g., Socratic method, problem-based learning, cooperative learning, learning-centered classrooms)
- Faculty characteristics and qualifications
- Professional development available to faculty (e.g., coordinated professional development plan, systematic use of resources, etc.)
- Summary of available learning support systems (e.g., access to library media programs, tutoring programs, Federal resources, etc.)
- Access to technology
- Behavioral learning techniques (e.g. non-verbal classroom management)

Subjective Data

- Parent perceptions of level of student interest in the existing curriculum
- Level of parent satisfaction with current school and classroom organization
- Staff perceptions of effectiveness of current organizational practices
- Community issues that are believed to be influencing student performance

Community Characteristics

Objective Data

- Socioeconomic factors (free/reduced lunch, TANF)
- Family employment status
- Community/business involvement in the school (e.g., participation on committees, role in decision making, role in the improvement process)
- Parents' formal education level

Subjective Data

- Community attitudes toward learning (programs and opportunities for involvement)
- Perceptions of the impact of community/business involvement

Objective and Subjective Data that will enhance the profile

- Geographic factors
- Racial and ethnic factors
- Recent community/area change patterns
- Financial resource issues
- Population characteristics
- Safe neighborhood status, i.e. influence of violence, availability of substances(alcohol, tobacco, and other drugs)

This is the time to review your data collection and determine whether additional data need to be collected.

SELF-ASSESSMENT FOR DATA COLLECTION

_____ The data collected identifies the characteristics of the students.

_____ The data collected identifies student performance on state and district standards and the Colorado Basic Literacy Assessment.

_____ Data has been collected on disciplinary referrals, retention, expulsion and dropout rates.

_____ Data has been collected on enrollment, attendance, mobility and stability.

_____ The data collected identifies the instructional frameworks influencing student performance.

_____ The data collected identifies the unique community characteristics that impact this school.

_____ Data collection includes student, staff and community/business surveys that clarify perceptions of school effectiveness.

_____ Data has been collected on non-academic issues (Ex: drug use, single parent families, and health issues).

Organizing the Data

The collected data must be organized to assist in its analysis. Efficiently organized data will allow the team to see patterns, trends, relationships and gaps accurately.

The following charts are tools designed to assist in identifying trends, patterns, gaps and relationships in collected data and/or student performance.

Chart #2 addresses Achievement Data. To complete:

- Identify the assessments used to measure student progress in each content area
- Identify disaggregated student performance results on each assessment by content area
- Analyze for performance discrepancies, achievement gaps, or other trends within and between grades

Chart #2

Baseline Data Summary – Achievement Data

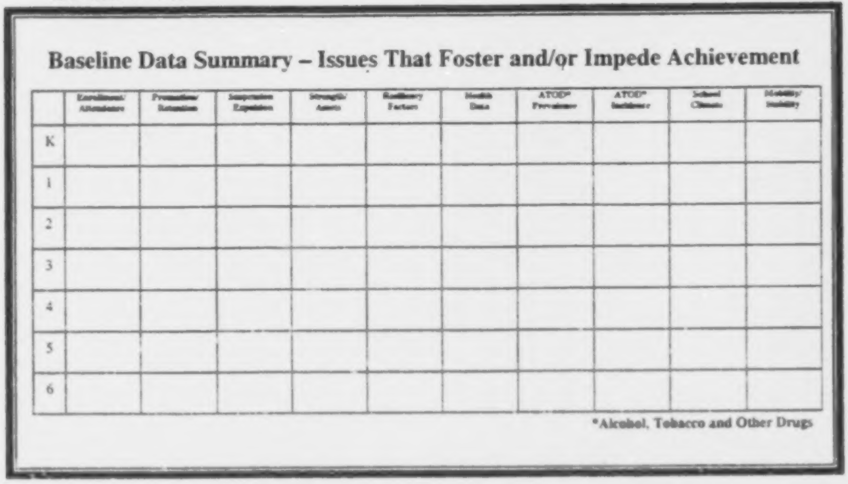
Data Provided for year(s) _______________

	Assessments Instruments	Writing	Reading	Math	Science	Other
K						
1						
2						
3						
4						
5						
6						

Chart #3 is designed to identify trends in non-academic factors that foster and/or impede achievement. To complete:

- Identify the type and results of data collected for each non-academic area
- Disaggregate data by required categories
- Analyze for trends within and between grades

Chart #3



Baseline Data Summary – Issues That Foster and/or Impede Achievement

	Enrollment/ Attendance	Promotion/ Retention	Suspension/ Expulsion	Strengths/ Assets	Resiliency Factors	Health Data	ATOD* Prevalence	ATOD* Incidence	School Climate	Mobility/ Stability
K										
1										
2										
3										
4										
5										
6										

*Alcohol, Tobacco and Other Drugs

The key organizing the data is disaggregating it. To disaggretate simply means to break up or break apart.

In a Schoolwide Program achievement data must be disaggregated by:

- Gender
- Race/ethnicity
- Socioeconomic status
- Limited English Proficiency
- Disability
- Migrant status

Additional non-academic data to be disaggregated:

- Health/safety issues
- Homeless
- Student employment status
- Mobility
- Attendance (including tardiness)
- Disciplinary action

NOTE: When disaggregating data the school must comply with all privacy regulations. Student names and/or identification numbers must be removed from all data. Furthermore, if racial, ethnic, and/or gender groups are small and disaggregated data would allow for individual student identification, data should not be reported.

Schools have gained insights into their students' performance by examining data in the following ways:

- **Performance quartiles**
  For example, divide student performance data into four parts – students below the 25 percentile, students between the 25th & 50th percentiles, students between the 50th & 75th percentiles, and students between the 75th & 100th percentiles

- **Sub-test Scores**
  For example, within language arts scores, break student performance down by sub-test categories such as spelling, listening, etc.

- **Proficiency Levels**
  For example, divide student performance data into the proficiency levels of "advanced, proficient, and partially proficient" based on standards

Charts #4 and #4A will assist in organizing student performance data by individual assessment.

Chart #4

	Performance by Quartile			
Assessment	25 + below	26 to 49	50 to 74	75 to 100
Subtest				
Subtest				
Subtest				
Subtest				

Chart #4A

Grade Level ___________

	Performance by Quartile							
Assessment Tool ________	25th % percentile and below		26th to 49th percentile		50th to 74th percentile		75th and above	
	Number of Students	% age of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students
Subtest								
Subtest								
Subtest								
Subtest								

Self Assessment for Data Organization

_____ The collected data are disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, children with disabilities and economically disadvantaged.

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_____ Data on non-academic issues has been disaggregated according to the categories listed above.

_____ Data have been organization in meaningful ways in order to gain insights into student performance.

Analyzing the Data

The aim of data analysis is to accurately identify the areas of student achievement that need to be addressed in planning for improvement. **A thorough data analysis is the foundation of a meaningful, data driven Schoolwide Plan.**

After following the recommendations in this section, you will have:

- Baseline data that will aid data driven decision-making
- A clearer idea of what additional data are needed and of how those data can be collected
- Clear statements of the school's data-driven needs and strengths that are based on objective and subjective data
- Schoolwide Planning Team members who know their purpose and are ready to proceed in an organized manner
- Increased school and community involvement
- A clearer idea of the degree to which your school's vision and mission are being carried out

Analyzing Data on Non-Academic Issues that Foster and/or Impede Achievement

- **Strengths and assets:** Identify specific strengths and assets for students, school, neighborhood, and community

- **Resiliency Factors:** Do the identified strengths, assets and the school climate support and encourage:

  - Close bonds
  - Life-long learning
  - High warmth/low criticism of interaction
  - Setting and enforcing clear boundaries (rules, norms, laws)
  - Supportive relationships with many caring others
  - Sharing responsibilities, service to others, "required helpfulness"
  - Access to resources for meeting basic needs
  - High and realistic expectations for success
  - Pro-social development of values (such as altruism) and life skills (such as cooperation)
  - Leadership, decision-making, and other opportunities for meaningful participation
  - Unique talents of each individual

  (from: The Resiliency Training Program;
  © 1997 Nan Henderson & Associates)

- **Attendance Rates:** What is the reason for absenteeism? Look for reasons such as, illness and health related problems (chronic or seasonal, head lice), family values, and truancy. What are the incidents of tardiness; are students consistently tardy? Why?

- **Mobility Rate:** What is the job availability? How do rent costs, absentee landlords, family member with criminal record affect mobility? Do students tend to move within district or out of district?

- **Discipline:** What kinds of infractions occur? When do they occur (before school, lunch recess, morning class time, afternoon class time…) Where do they occur (playground, outside, lunchroom, classroom, with a particular teacher…)? Who is involved (individuals, particular groups, and repeat offenders)?

- **Drug Use Count:** Consider all substances: Tobacco, alcohol, illicit substances (marijuana, crack, etc.), prescription drugs, over-the-counter (OTC) drugs (especially diet pills, cough medications, pain relievers) inhalants (spray paint and other aerosols, markers). Where are the substances obtained? Who can obtain the substances? Where are the substances used (school property, off school property, at school-sponsored events)? When are substances used? Are substances used/abused regularly in the home and by whom?

- **Safety Issues:** Do students, faculty and staff feel safe in the school environment and neighborhood (including school bus, walking to/from school), school grounds (including play areas, parking lots)? Are weapons brought to school? What are the weapons? Who brings them? What are the consequences? Are weapons in the home or the neighborhood? Is there a level of psychological security within the school for students and staff?

- **Harassment/Intimidation:** What factors in the climate promote/deter teasing, bullying, and/or sexual harassment? What form does it take? Where does it take place? When does it take place? Is there racial, ethnic, gender intimidation? What groups and or individuals are targets? Who is intimidating? When, where does it take place?

- **Nutrition and Physical Activity:** What percentage of students are within normal weight limits, are overweight or underweight? Do students receive a balanced diet? Are there opportunities for exercise both within the school and the neighborhood community?

Is There Equity for all Students' Learning?

To determine if all students' needs are being met the school should:

- Identify gaps in student achievement
- Identify groups of students who are not being served equitably
- Identify individual students whose needs are not being met
- Identify content areas that are not being equally addressed

Chart 5 is a graphic organizer designed to assist schools in determining if all students' needs are being met equitably. Once completed, the school should review the data for achievement trends and/or gaps.

Chart 5:

Equity Matrix Student Grouping ____________(field)* as percentage of totals
Date compiled ____________________
Grade level ____________________
Person completing report ____________________
Building/District Name ____________________
Total population for this level ____________________

	African American				Asian/Pacific Islander				Hispanic				Native American			
	female		male		female		male		female		male		female		male	
district as a whole	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES
TEST OR MEASUREMENT USED ________																
Average Scores																
National																
District																
School																
TEST OR MEASUREMENT USED ________																
Average Scores																
National																
District																
School																

*field describes area of focus, e.g., athletics, discipline, course enrollments, achievement averages, etc
-SES and +SES indicates below and above the poverty line, as used to determine free or reduced fee lunch qualifcation.
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Equity Matrix Student Grouping ____________(field)* as percentage of totals
Date compiled ____________________
Grade level ____________________
Person completing report ____________________
Building/District Name ____________________
Total population for this level ____________________

	White				Bilingual/ESL				Pregnant/Parenting Teens				Students with Disabilities			
	female		male		female		male		female		male		female		male	
district as a whole	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES
TEST OR MEASUREMENT USED ________																
Average Scores																
National																
District																
School																
TEST OR MEASUREMENT USED ________																
Average Scores																
National																
District																
School																

*field describes area of focus, e.g., athletics, discipline, course enrollments, achievement averages, etc
-SES and +SES indicates below and above the poverty line, as used to determine free or reduced fee lunch qualifcation.
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Completing Your Data Analysis

Analyzing data helps the school identify its strengths and areas needing improvement. As you review your data note the findings for each set of data and prioritize key findings. These key findings are markers that help you identify data driven needs for improvement and create successful reform strategies.

Your team should be looking for any consistent patterns of low achievement or achievement discrepancies between groups of students. There should be broad involvement in analyzing the available data. And, keep in mind, analyzing disaggregated data is a vital step to providing a focus on equity for all students.

Self Assessment for Data Analysis

_____ An analysis of the data reveals student strengths and areas of needed improvement. The school now has the information needed to understand what students know and are able to do.

_____ An analysis of disaggregated data identifies disparities in achievement by gender, ethnicity and racial subgroups.

_____An analysis of disaggregated data identifies content areas and skills within content areas that reveal a need for improvement.

_____ An analysis of disaggregated data identifies non-academic issues that foster or impede achievement.

The School Profile: A Descriptive Summary of the School

A "before" and "after" picture of your school is needed in order to demonstrate the organizational and instructional changes you plan to implement. Include in your application, in narrative or chart form, summaries that accurately describe your school before the implementation of the Schoolwide Plan and after the plan's implementation. With the implementation of schoolwide program there will be changes in learning, teaching, school organization, programs and more.

Chart 6 is designed to assist the school in presenting the "before" and "after" picture. Refer to the chapter "The Schoolwide Plan" for an example of a completed form.

Chart 6:

Structure

FROM	TO

Instruction

FROM	TO

Roles

FROM	TO

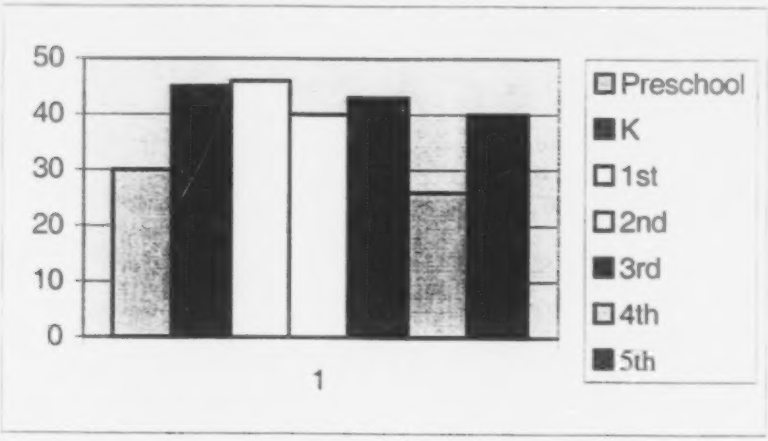
The school profile is a descriptive summary of students, instruction, learning and the community. To develop a comprehensive school profile:

- Broad school and community involvement is needed
- Provide time to collect, analyze, display, and maintain the school profile
- Collect information that will be usable in making decisions about quality and equity issues within the school
- Analyze, organize and display the data so that it is useful for multiple purposes, such as the annual report to the community

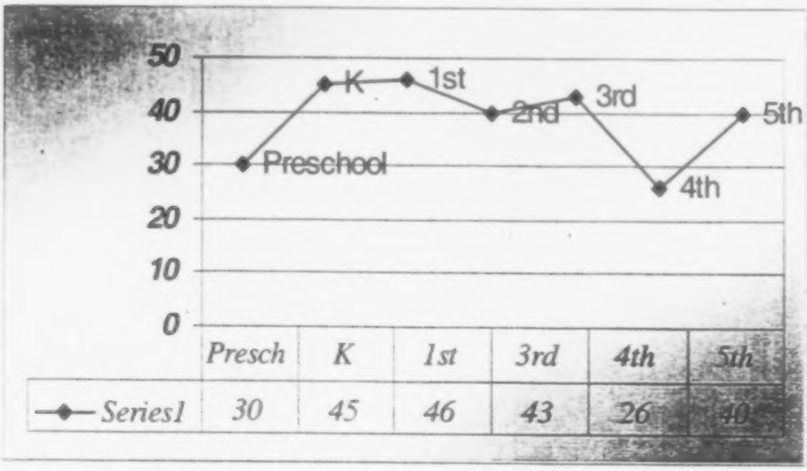
The school profile should consolidate, and display the most useful information. **The data displays selected should highlight the strengths and opportunities for improvement. Users of the profile should be able to easily recognize the significance of the data**.

Once the key pieces of information to include in the school profile have been identified, the information needs to be displayed. Use of graphs, charts, and brief narratives are ways to display data. The data should be presented in a clear and concise format that is understandable and meaningful to all audiences (i.e., school staff, parents, and community members.)

- **Bar charts are helpful in showing increases and decreases and for comparing sets of data.**



- **Line charts help in seeing trends over time**



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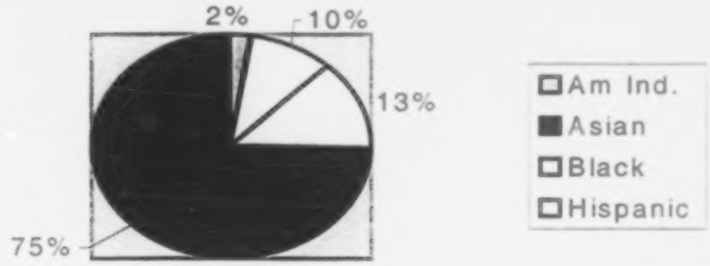
- Pie charts can be used to show the frequency with which characteristics or behaviors occur and how they are distributed among different groups.



Characteristics of Data Displays

- A data display includes a graphic illustration and a brief narrative.
- Narratives should be statements of fact only; judgmental statements should not be included.
- Narratives should be clear, concise, correct, and complete.
- Each data display should be complete enough that it can stand alone.
- Data displays are easily understood by a variety of audiences.
- Data displays should be neat in appearance. Only one or two displays should appear on the page.

Self-Assessment for Displaying School Profiles

_____ Data displays are clear and neat in appearance. Only one or two displays appear on a page.

_____ Data displays are useful for multiple purposes and easily understood by all audiences.

_____ Each data display is titled and is complete enough that it can stand alone.

_____ Each display is accompanied by a brief narrative summarizing the data contained in the graph or chart.

_____ Each narrative is a statement of fact only; judgmental statements have not been included.

_____ Each narrative abides by the "four C's" of effective writing: clear, concise, correct and complete.

Maintaining the School Profile

Once the school profile is complete, the school should identify a committee, office, or person responsible for keeping the profile information up-to-date. By maintaining the school profile information over time, the school can track trends in student performance, identify new areas needing attention, and can document and evaluate the school's progress toward its improvement goals. Keeping the profile information updated makes reporting to the community, district, state, and federal agencies an easier process. Maintaining a school profile is critical to the schoolwide evaluation and revision process.

Does our profile do the job?

Checkpoints

Check that the profile answers the following questions.

√ What are the characteristics of the students served by this school?

√ What are the unique community characteristics that impact this school?

√ What is the current status of student performance?

√ To what degree is the school community involved in helping improve student achievement?

√ How successful are the students who have been promoted or graduated from the school?

√ What school and community resources are available to support the school improvement effort?

√ What is the community perception of the school's effectiveness?

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Integrating District, State and Federal Improvement and Reform Initiatives Integrating the Process

Examine current improvement plan and reform efforts described in the school improvement, accreditation plan and federal categorical program plans. Ensure that the school is unifying its efforts to meet multiple expectations and requirements. Part of the planning process is aligning and prioritizing multiple reform efforts.

Self-Assessment for Integrating the Process

_____ A process for maintaining and updating the school profile over time is in place. Data are readily available.

_____ An effective mission statement that reflects the goals and philosophy of the schoolwide planning process has been adopted.

_____ The schoolwide planning process is aligned with District efforts to measure student progress in meeting content standards and with the requirements of the Colorado Basic Literacy Act.

_____ Multiple expectations and requirements are unified though the internal analysis process.

_____ Adequate planning has occurred to insure a successful first visit by the school support team.

Steps in the Internal Analysis Process

A Summary

Step 1
Become familiar with the Internal Analysis section of the Schoolwide Programs Handbook

Step 2
Review available data and compare your collected data with the student, instructional and community data suggestions You may want to use Chart #1 in making this determination

Step 3
Collect additional data

Step 4
Disaggregate and organize data.
You may want to use Charts #2 and #3

Step 5
Conduct a thorough and careful analysis of the data, using the checkpoint questions on page 69 to focus your discussions

Step 6
Determine key findings from your analysis

Step 7
Develop data displays for data from which your key findings were determined

Step 8
Select data driven needs to be addressed in your Schoolwide Plan

Having The Right Discussions About Data Analysis

Discussion Starters

Begin your analysis by reviewing your disaggregated student, instructional and community data and considering the questions that follow.

- Are there groups of students who aren't being served equitably?
- Do these data tell you something important about your school's performance? Are there gaps in the data? What don't you know? How will you get this information?
- Do the data suggest that performance is improving or declining? If your students continue progressing at the current rate, where will your students be next year? In five years?
- Are there variations in different subgroups? What do high performing students and groups have in common? What do lower performing students and groups have in common? Is one racial, ethnic or gender group progressing at a faster or slower rate than others? If so, what else is different in this group's experience?
- Is change more pronounced at specific times in the year? If so, what may be influencing the difference? Can positive influences be extended through more of the year? Can negative influences be counteracted?
- What can you see when you look at two or more sets of data together? Does improvement in one area influence what happens in another? Is a problem being shifted from one group or subject to another?
- Is one racial, gender or ethnic group prevalent in a particular quartile? Be sure to gain insights into performance in all quartiles.
- In analyzing by subtests, is one subtest category significantly lower than another? (Example: In reviewing reading comprehension subtest scores, is factual comprehension

consistently higher or lower than inferential comprehension?)

- Does a high percentage of students score at the partially proficient level?

Data Analysis

Activity Idea

The suggested activities promote thoughtful analysis of collected data.

Divide a sheet of chart paper into two columns. Title the first column ***Data*** and the second column ***Questions the Data May Answer***. In the first column list some data sets that are relevant to the school analysis process, leaving space between the items. In the second column, give one example of a question that might be answered (wholely or partially) by analyzing that data.

DATA	QUESTIONS DATA MAY ANSWER
Informal Reading Inventory	What progress has been made toward meeting the requirements of the literacy act?
Mobility	Is our mobility rate increasing or decreasing?

Have the group suggest additional questions that might be answered (wholly or partially) by analyzing the data. Record the questions on the prepared chart paper. You may want to divide the groups and have each group generate questions for a single data set, then share their questions. Proceed to Activity 2 during this session or at the next session.

Data Analysis

Activity Idea

Identify the two most accurate, detailed sets of data currently available for measuring student achievement or progress toward standards over the past two or three years. Prepare copies of each set of data for each half of the group. (Ex: You might choose data from Informal Reading Inventories and data from the State Assessment or ITBS)

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If your group has just completed Activity 1, keep the chart paper in full view of the groups. Prepare copies of the following questions for the whole group. Add any questions that you consider relevant to your situation or that were generated during the first activity.

- What important knowledge about student performance can be obtained from the data?
- What patterns or trends do you see?
- What conclusions can you draw?
- What insights can you gain from this data?

Divide the group in half. Give both groups a copy of the questions. Give the first group one set of data and give the other group the other set of data. Direct each group to respond to the questions by analyzing the data they were given. After the groups have had an opportunity to review the data and think carefully about each question, ask the groups to share their responses. Have a facilitator record the responses. Then direct the entire group to compare the responses and discuss the following questions, and/or other questions you consider relevant to your school.

- Do different measurement tools suggest different conclusions?
- Do you see relationships among the different sets of data?
- Are there gaps in the data?
- Do you think improvement in one area will influence what happens in other areas? Why?
- What have you learned about the importance of careful data analysis from this discussion?

PLANNING FOR RESULTS: SETTING OUR SIGHTS

Colorado Department of Education, 1998

RESULTS AND RESULTS-DRIVEN GOALS

How do we plan to get results?

Federal School Requirements:

Components of a school program.
"Any eligible school that desires to operate a schoolwide program shall first develop…in consultation with the local educational agency and its school, support team or other technical assistance provider…a comprehensive plan for reforming the total instructional program…
Section 1114 (b) (2) IASA

The purpose of this section is:
- To identify desired results
- To develop goals to achieve the results
- To establish baseline measures for each goal
- To develop reform strategies for each goal
- To develop a comprehensive schoolwide plan

IDENTIFYING DESIRED RESULTS

Using the information gathered in the Internal Analysis the school identifies areas in need of improvement. Once identified the improvement areas are the basis for constructing desired results in terms of student achievement. Desired results are the tasks that are important to accomplish, and the level to which they must be accomplished. Results should be schoolwide in scope, focused on improving achievement for all students, and align with the school's stated vision and mission.

Each school faces the dilemma of deciding where to concentrate its efforts. The school should determine the areas of greatest need and the areas where it can make the greatest positive impact on student learning. A results-driven system lets the school focus and prioritize its improvement efforts.

What is a results-driven system?

A results-driven system is one in which a school starts with the desired results and works backwards to the means of achieving these results. Results are data driven and are based on clear, detailed information. They are supported by challenging and measurable goals, which outline specific benchmarks, and strategies are developed to achieve the desired results. Finally, program evaluations are designed and implemented to measure progress toward the desired results. Program evaluations provide information on how well the action strategies are working. If needed, revisions are made to the strategies in order to effectively achieve the stated results.

The following chart will assist to identifying desired results:

Chart #7

PLANNING FOR RESULTS

Improvement Statement
The Internal Analysis data indicated:

The root cause(s) underlying this indication is:	Supporting Documentation
Have any of the root causes been previously addressed?	How were they addressed?
What was the result? Was the Result Effective? Why/Why not?	Supporting Documentation
Are there other factors (such as system factor(s) impacting this as an area for improvement?	Supporting Documentation

What is the Desired Result?

DEVELOPING GOALS

Goals that can't be measured are only delusional goals.
-Jon Katzenbach
Douglas Smith

Once the needs have been identified, the entire school community should come to consensus on the final selection of improvement areas since all must work together toward achieving the results.

The results should meet the following criteria.

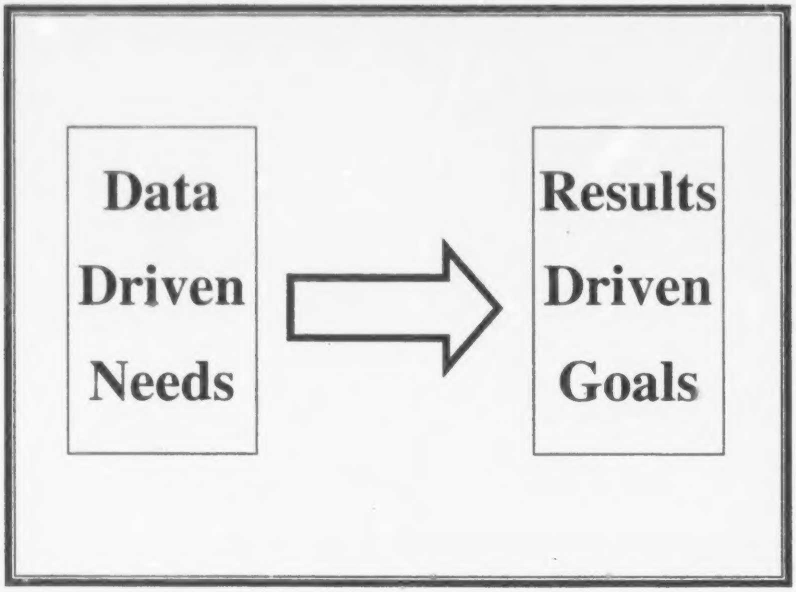
- Reflect the needs identified in the school profile.
- Are guided by the school's vision and mission statement.
- Span the curriculum.

What are Results-Driven Goals?

Writing Results Driven Goals

Results-Driven Goals are statements of how to achieve the results in measurable terms. A measurable goal is one that permits quantitative assessment of progress.

Results driven goals are developed from a thorough analysis of the school's data, student achievement as reflected in CSAP results, and support the identified desired results. The goals are also linked to the mission of the school.



Writing results-driven goals require a subtle, but important shift from what teachers do, to the results schools achieve. Focusing on improving student performance, results-driven goals should address all students, not just low achievers, high achievers, discipline problems and other risk behaviors, specific ethnic groups, a single gender, or a specific grade level. All students have the same high expectations for improvement. Goals should be challenging and focus on higher level skills.

This does include students with special needs. The special needs of students are addressed when strategies are developed for reaching the results-driven goal.

Sample Results, Goals, and Benchmarks

Result:
All students read at the proficient or higher level.

Goal:
Students will demonstrate growth in reading.

Benchmark:
Year 1: all students in grade K-2 will read at grade level

Year 2: all students in grade K-4 will read at grade level

Year 3: all students at grade K-6 will read at grade level

The following is a list of helpful criteria for writing results-driven goals. The goals should:

- Be based on data-driven needs
- Support the desired results
- Be centered on student learning and academic improvement
- Include all students
- Be schoolwide and across all curricular area
- Be challenging and achievable
- Be measurable through multiple indicators of progress

Checkpoints

Once the school has developed its results-driven goals, stop to make sure that the following statements can be made.

- √ Consideration was given to equity issues as the goals were selected.
- √ The goals were selected to be challenging for the school's students.
- √ The goals focus on higher level skills rather than lower level skills or applications.
- √ The goals will involve all of the school's teachers.
- √ Viewed as a whole, the goals are coordinated and integrated with overall school improvement efforts.
- √ Data supports the selection of each goal and provides a baseline from which to measure progress.

Establishing the Baseline for Each Results-Driven Goal

Once the desired results and results-driven goals have been established, the plan begins with the rationale, that is, the data that supports the reason why the school wants the desired results.

The next step is to identify the baseline achievement measures. What achievement measures will do the best job in capturing student progress toward the desired result? Review existing measurements that are currently administered in the school and the measurements highlighted in the internal analysis. Do these measurements assess student progress toward the results-driven goal? If none of the existing measurements adequately assess student progress toward the goal, then the school will need to identify additional measurement instruments. In order to have valid measurement of student growth, any baseline achievement measure is to be administered prior to implementing the reform strategies.

Chart #8

School ______________________________

Schoolwide Plan

Desired Result # _____	Rationale (Data)
Schoolwide Goal and Benchmarks: ______	Baseline Achievement Measure: (How are we going to measure) progress toward the benchmarks and goal?)

Does the Desired Result and Supporting Schoolwide Goal align with district and/or state standards? ____Yes ____No

If yes, with which standard(s) and/or curricular areas?

The school should ask to the following question: What would it look like if students were proficient in this goal area? This is the school's opportunity to identify how the goal manifests itself in terms of student performance, attitudes, and behaviors.

Once the school begins implementing strategies to improve student performance in the goal area, it will want to periodically assess student progress by using the baseline achievement measures. The results will provide information on effectiveness of the school improvement strategies and indicate overall improvement in student performance. The baseline assessment should accurately measures the desired results and is appropriately aligned with the strategies and interventions designed to improve performance.

As stated, the baseline assessment(s) document the success of the school's improvement efforts for the school and its community. Thus, it is important that the baseline assessment accurately measures the target area goal and is appropriately aligned with the strategies and interventions used to improve performance.

Having the Right Discussion About Results and Results Driven Goals

Discussions Critical to Results

"We did not find a single case in the literature where student learning increased but [that student learning] had not been a central goal." – Joyce, Wolf, and Calhoun

Once the school's data have been carefully analyzed, and as desired results are selected, an opportunity to further define beliefs and commit to instructional change is presented. This is a time to reflect on the ways in which the desired results are related to the school's vision.

Discussion Starters

Topics for discussion:

- In what ways are we fulfilling our stated mission? In what ways are we not fulfilling our stated mission?
- Are there political factors or District goals that must be considered as we select desired results? How are desired results and District goals related?
- Are the desired results under consideration focused on preparing students for tomorrow's world? Will these areas support life-long learning?
- In what areas of identified need do we have the greatest opportunity to unite our staff around a common goal?

These questions may prove helpful during the process of developing goals.

1. Why are goals critical to improved student achievement?
2. What Colorado Content Standards can be addressed through the adoption of these goals?
3. Do the goals we are considering reflect our shared vision as a school community?
4. What personal threats to staff members might be inherent in the goals we are considering? How can we mitigate these threats?

5. Do the goals under consideration reflect sufficient challenge for our students?

6. Are there still students or groups of students who are likely to "slip through the cracks" if these goals are adopted?

7. What obstacles may need to be overcome to involve the entire staff and school community?

8. How are we addressing equity issues through the proposed target area goals?

Answering the Top Ten Questions

The answers to the following questions will help the school target three or four areas of universal need to focus schoolwide improvements:

1. Are current programs effective? Why or why not? What data support this?
2. Are instructional practices effective? Why or why not? What data support this?
3. Are students in our school attaining performance levels that will allow them to be effective citizens? Why or why not? What data support this?
4. With what do students (or groups of students) need help? How do we know this?
5. What are we doing well? Why are we doing this well?
6. What are we not doing well? Why are we not doing this well?
7. What non-cognitive barriers impede learning? How do we address these needs?
8. Are there discrepancies in achievement by race/ethnicity, gender, LEP status, and/or handicapping condition? Why or why not? What data support this?
9. Are our resources being used effectively to support instruction? Why or why not? What data support this?
10. Do professional development activities support staff in this building? Why or why not? What data support this?

At the beginning of the meeting, organize participants into pairs to discuss their prioritization and the rationale they used. · Begin the group discussion with the question most often rated as the top priority.

Request that participants come to a discussion prepared to brainstorm major changes that have taken place in education over the last ten years. Discuss these changes in light of selecting desired results with the potential to prepare students for the world of tomorrow and for life-long learning.

Resources

Cooper, Carol & Henderson, Nan. (1995). *Motivating schools to change: integrating the thread of school restructuring*. Tasmania, Australia: Global Learning Communities.
Slavin, Robert E. (1998) Can education reduce social inequity? *Educational leadership*, January 6-10.
West, Edie. (1997). *201 Icebreakers*. New York, NY: McGraw-Hill.

Donaldson, Gordon, A. (1993) Working smarter together. *Educational leadership*, October 12-16.

Fullan, M. & Hargreaves, A. (1991*) What's worth fighting for? Working together for your school*. Andover, MA: Regional Laboratory of the Northeast and Islands.

ACTION STRATEGIES

REFORMING PROGRAMS AND STRUCTURES TO IMPROVE STUDENT ACHIEVEMENT

ACTION STRATEGIES

How do we Achieve our Goals?

Developing Action Strategies

...what is being asked of the educational system is not simply more effective implementation of known strategies and goals but the simultaneous creation and implementation of a new conception of educational achievement and of instructional practice. Put another way, if our youth are to be prepared as complex thinkers and problem solvers, our teachers and schools must become problem solvers on a scale, never before imagined.

-Systemic Reform
Office of Educational Research and Improvement
USDOE

Once the desired results and goals are adopted, and assessments identified, the school can focus its attention on the strategies and interventions that will be used to help reach the goal. Ask the question: What do we need to do instructionally and organizationally to improve all students in the goal areas we have selected?

Unless the school can demonstrate that all students in the school/classroom are academically successful, it is clear that something has to change. A natural impulse is to rearrange the logistics of the building, schedules, staffing patterns, and other structural changes in the belief that lower class sizes or longer blocks of instructional time will ensure student success. Research on successful schoolwide projects (University of Texas, 1996) shows that these changes alone do not result in improved academic achievement. Structural and/or logistical changes may be appropriate, but they should be implemented as outcomes of a thoughtful study of the deeper issues in school improvement (i.e. the consistency between beliefs about learning and instructional practices). The instruction that occurs within the structural or logistical change must reflect in-depth knowledge about the strengths and needs of each student. It must also reflect current research on effective instruction. An examination of current practices and beliefs about how students learn and the consistencies/inconsistencies between practice and belief will lead to lasting, meaningful change. Before effective reform strategies can be implemented, the school should review current instructional and organizational practice.

The following provides a framework from which to begin.

Inventory Current Practices

Inventory the instructional practices currently being used by classroom teachers. The teaching and learning support staff should make an informal list of the practices they most commonly use. This list should include ways teachers group students for instruction, instructional methods, and curricular materials used. Include how teachers are currently planning for and teaching students who do not benefit from general classroom instruction. Inventory methods used to integrate the curriculum, teach for mastery of content standards and meet the requirements of the Colorado Basic Literacy Act. Additionally, the school should inventory methods and approaches regarding discipline referrals, absenteeism, tardiness, health and other behavioral issues. These non-cognitive concerns are directly related to student performance. Once inventoried, the practices should be listed from the most frequently used in the building to the least.

Revisit teacher beliefs about teaching and learning

The schoolwide planning process begins with a discussion of beliefs, addressing such questions as "What do we believe about how children learn and how we teach?". Continuing the planning process discussions about beliefs around teaching and learning should be regular.

- Do prevalent themes emerge from these conversations?
- Does everyone on the staff hold the belief that all children can learn?
- Does the staff agree on the most effective way to teach?
- What are their beliefs on grouping patterns, sequential learning, teacher directed instruction, and child centered learning?
- Are non-cognitive barriers addressed adequately?

Discussions around the staff's beliefs about teaching and learning will help identify areas of common belief and areas where divergent beliefs might impact consistency of instruction and learning. Discussions should again occur around the school's vision and mission to determine if they align with the staff's beliefs regarding teaching, learning, and their role in the process.

Planning Activity

In order to help teachers think about the difference between teaching and learning, have them participate in the following activity.

- Split the group in half
- Request that half of the staff defines "teaching" and the other half define "learning".
- After a time frame, have the groups share their points aloud and have the facilitator record the key words under teaching and the key words under learning.
- Discuss whether or not it is possible to have one without the other.

Analyze of Current Practice

Display the inventory of practices compiled earlier. Engage the staff in discussions about how the practices support, or do not support, the beliefs about teaching and learning identified earlier and the results-driven goals. Analyze your inventory of current practices asking questions such as:

- What strategies contribute to student success?
- Can we align these effective strategies to support our results-driven goals? How?
- Can our effective current practices be integrated in a more systematic way?
- What strategies most effectively promote integration of curriculum?
- What do we need to do in order to achieve a better match of our beliefs and practices to improve achievement for all students?
- Do we need to reconsider our vision and beliefs?
- Do we need to modify change or expand our practices?
- Is there alignment of practices? Within grade levels? Between grade levels?

Research "State of the Art" (Best Practice) in Instruction

In addition to current practices, the staff should look outside the school walls for research on best practices and to model strategies or programs used in other schools. Thoughtful consideration of successful strategies and programs outlined in current journals, recent publications and on various web-sites should be conducted at this point. This is also a good time to visit other effective schoolwide programs for purposeful observation of strategy implementation.

Research into "State of the Art" (Best Practice) should include, but not be limited to, a focus on the categories below.

"It does not matter what programs we bring into any organization if we first don't look at the thinking and the interaction within the organization."

Peter Senge
The Fifth Discipline: The Art and Practice of the Learning Organization

Developing new attitudes:

- recognizing that students have prior knowledge
- building on strengths rather than remediation
- distinguishing between cultural differences and deficits

Curriculum innovations:

- focusing on complex, real-life problems
- imbedding basic skill instruction into problem solving
- adding new content to students' prior knowledge and cultural background

New instructional strategies:

- modeling powerful thinking strategies
- scaffolding complex tasks
- employing reciprocal teaching and cooperative learning

- Using a variety of instructional approaches

Wang, Haertel & Walberg, 1993

In developing strategies, keep the following possibilities in mind.

- Teachers can assign authentic tasks for students that involve cooperative learning, that have more than one answer, that use their prior knowledge and experience, and that have real meaning in their lives.
- Teachers can identify students' individual modes for learning and teach to those strengths.
- Teachers can use dialogue and discussion, modeling and interactive guided practice.
- Teachers can teach cognitive strategies.
- Teachers can provide scaffolding to guide students in completing complex tasks.
- Teachers can employ heterogeneous grouping more frequently.

Urban Education National Network, 1993

A practical approach to researching best practices is to form study groups for each goal your staff plans to address.

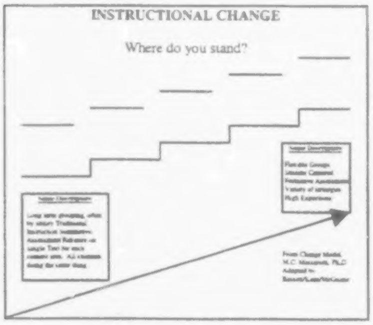
Next Steps

Once you have conducted a thorough study of best practice and current practice, the committee should consider the following questions:

- What do we want to continue?
- What do we want to change?
- What do we want to eliminate?

Activity Idea

Chart #9



At this point in your plan development, you may want to include the following activities.

Distribute copies of the Instructional Change "staircase" to planning team participants (See Tools). Ask participants to determine where they stand as individuals on the "staircase" as it relates to the instructional changes necessary to implement a specific goal under consideration.

After discussing individual placements, ask the members to determine the percent of staff they believe "stand on each level of the staircase." It is not necessary or productive to name staff members.

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Determine the strategies most likely to result in instructional change which leads to improved achievement, the strategies requiring more intensive staff development, and the strategies requiring the most "movement on the instructional staircase."

Consider Specific Strategies

In adopting a particular strategy, how might a daily or weekly lesson be developed? How do Individual Literacy Plans required by the Colorado Basic Literacy Act fit in across the curriculum?

The staff may also want to consider piloting or testing new strategies to see how they work with the students. Testing a new strategy can be as simple as asking three or four teachers to plan and conduct a mini-lesson using the activities from one cell of the planning chart described in the previous paragraph. Open-ended debriefing questions should be discussed after the lesson has been taught. Sample discussion questions follow.

- What reactions do you have?
- How did this strategy work for you and your students? Was it necessary to modify this strategy to accommodate the needs of your students?
- How can this strategy help your students become better (readers, writers, learners)?
- What suggestions do you have to improve this strategy?
- How might this strategy be modified for another age group?

Robb, 1996

If the results of the pilot or brief test are positive, the strategies can be included in your plan and expanded to reach more students.

Select Effective Strategies

Now your team should be prepared to select effective strategies to meet your results-driven goals. Once committee members have selected strategies, they should check to determine that the strategies meet the criteria listed in the following section.

Strategy Criteria	Questions to Ask
Clarity	❖ Does the strategy specifically and concisely state what the school wants to accomplish?
Feasibility	❖ Can it realistically be accomplished? Are there resources sufficient to support the implementation of the intervention? Do teachers have the skills necessary to implement the selected strategy?
Measurable	❖ How will the school know when it has been achieved?
Time Frame	❖ When will it be done?
Challenging	❖ Is it enough of a stretch?
Linking	❖ How well does it support the school's mission and the data in the school profile? Does the strategy support the results-driven goals?
Holistic	❖ Is it really worth a total organizational effort? ❖ Is it powerful enough to improve learning?

Checkpoints

Stop to check whether the required school improvement reform strategies:

√ Provide opportunities for all children to meet the state's proficient and advanced performance level.

√ An based on effective means of improving achievement.

√ Increase instructional time and quality of learning time, provide enriched and accelerated curriculum, and include strategies for meeting educational needs of under-served populations.

√ Address the needs of all children in the school, which may include counseling, pupil services, and mentoring services, services to prepare preschool students for the transition to elementary school and prepare elementary students for the transition to middle school; and incorporation of gender-equitable methods and practices.

√ Are consistent with state and local improvement plans approved under Goals 2000 and the requirements of the Colorado Basic Literacy Act.

√ Are related to, and support, the results-driven goals identified from the comprehensive internal analysis.

STEPS IN THE PLANNING PROCESS

A Smmary

Step 1
Collect and Analyze Data

Step 2
Identify Desired Results

Step 3
Conduct Thought Provoking Discussions

Step 4
Develop Results Driven Goals

Step 5
Develop Rationale

Step 6
Establish Baseline Data for Each Goal

Step 7
Follow the Six Steps to Strategy Selection

Step 8
Select Action Strategies

Step 9
Check Action Strategies Against the Established Criteria

SUPPORTING STAFF FOR SCHOOLWIDE SUCCESS

PROFESSIONAL DEVELOPMENT

Colorado Department of Education, 1998

PROFESSIONAL DEVELOPMENT

How do we plan for our own learning?

Professional development is at the center of all improvement efforts. The purpose of this section is to:

- Define how professional development relates to student development and achievement
- Outline components of effective professional development as determined by research on learning theory
- Inform readers of the essential components of staff development plans for the Schoolwide program application
- Guide readers through the professional development planning process

Every school has a different culture and different needs. It is important that each school's staff adapt professional development planning to match its individual needs.

What is the goal of professional development in school reform?

Professional development is directly aligned to student development and achievement. Every school reform and action strategy requires some kind of a change. Most strategies require changes in the way students are served or instructed in order to meet results-driven goals. The action strategies that are generated by those involved in the reform effort are usually based on a review of the research on best practices. Most strategies identified in schoolwide plans for school improvement have a significant impact on what teachers and other staff members need to know and be able to do. Therefore, the goal of professional development is to prepare staff with the knowledge and skills they need in order to successfully implement reform and action strategies.

How has professional development changed from traditional models?

Current research has provided us with more information about the kinds of professional development efforts that really make a difference in terms of student achievement. The chart on the next page shows significant elements in the shift from traditional to more effective professional development.

> Constructivist classrooms cannot be created through through transmittal forms of staff development.
>
> **Dennis Sparks and Stephanie Hirsh**

> What everyone appears to want for students-
> a wide array of learning opportunities that engage
> students in experiencing, creating, and solving
> real problems, using their own experiences, and
> working with others—is for some reason denied
> to teachers when they are learners.
>
> **Ann Liebeman**

NEW PARADIGM FOR EFFECTIVE STAFF DEVELOPMENT

	Less Effective Staff Development is:	More Effective Staff Development Is:
Culture	A "frill."	A necessity requiring the allocation of adequate resources including people, time and facilities.
Culture	Provided by a school district department.	School based.
Culture	Provided as one event with no provision for the time and follow-up learning activities required to acquire a new skill.	Planned and implemented as a sequence of learning activities to support participants as they move through predictable stages in implementing a significant change. • Awareness • Learning • Application/Implementation • Refinement
Culture	A program that promotes very few accommodations for individual differences.	A program that promotes equity.
Content	A fragmented improvement effort.	Clear, focused, cohesive, and coherent with the school's strategic (improvement) plan.
Content	Focused on individual development based on adult needs and interests.	Focused on learning that supports student achievement goals.
Content	Focused on generic instructional skills (i.e. cooperative learning).	Focused on combination of generic and content-specific skills (i.e. cooperative learning as applied to science).
Process	"Pull out" training.	On site and job embedded learning.
Process	Transmission of knowledge to audience usually through lecture; sometimes called "sit and get."	Multiple learning formats for inventing as well as consuming new knowledge affecting teaching and learning. Formats may include: • Direct instruction followed by coaching • Action research • Participation in study groups • Small-group problem solving • Observation of peers • Reflection on practice through journal writing • Collaborative lesson planning • Curriculum development, and/or • School improvement planning
Process	Provided through an "expert" who conducts training.	Provided through administrators, teacher-leaders, and/or staff developers whose roles are to consult, facilitate, guide, coordinate resources, and mentor other leaders.
Process	For teachers only.	For everyone affecting student learning.

Adapted from the following sources:
D. Sparks, "A Paradigm Shift in Staff Development." Education Week, 16, 1994.
Dennis Sparks and Stephanie Hirsh, A New Vision for Staff Development. Association for Supervision and Curriculum Development, 1997, Oxford, Ohio.
Standards for Staff Development. National Staff Development Council, 1995.

What are the stages people go through when they are making a change?

Current research has given us more knowledge about how people change. If we understand the process of change, we will be more patient with others and ourselves as we move through predictable stages in implementing a significant change.

Leaders and administrators who are initiating a change that requires significant learning will recognize that people need more support in implementing a change than is traditionally given. These predictable stages in making a change may be described as:

- Awareness
- Learning
- Application
- Refinement

Awareness...

At the awareness stage, a person may not yet realize that a change is needed. A person at this stage may know the name of a new term but not know any specifics. As an example, a teacher who says, "I use cooperative learning; I use groups in my class all the time," reveals that the teacher is at the awareness stage on the change to implement cooperative learning strategies. Traditional models of staff development sometimes consist of "one shot" awareness level staff development formats. In the traditional model a speaker contracts for one day to deliver information on a generic educational topic somewhat related to the interests of the staff. At the end of the day, the speaker leaves, the teachers go to their classrooms, and very little change occurs in the classroom as a result of the speaker's visit.

When a staff is beginning the Schoolwide Planning process, it may be useful to bring in an expert facilitator to assist in a process to generate ideas about strategies to support student achievement. Staff discussions are important and extremely worthwhile awareness level activities. Staff development learning formats and activities should also address the staff's needs throughout the entire schoolwide process.

Learning…

"You can observe a lot just by watchin."
Yogi Berra

At the learning stage, staff acquires knowledge and skills. Professional development activities include the opportunity to model and demonstrate newly acquired knowledge and skills. This experience provides a synthesis for the learning that increases rates of retention and transfer.

Application

At the application stage, staff are applying skills in the school. At this stage learning formats are school and classroom embedded. An example of this strategy is student teaching. Ideally, the experienced teacher continually observes the student teacher's performance and gives feedback including suggestions for improvement, and evaluates the success of the subsequent efforts.

Refinement…

As professional educators practice, they make personal adaptations and improvements that hone or refine skills. At this stage, the school staff becomes part of the district professional development resource pool with the responsibility of teaching others. The culture of successful schools is viewing each individual as a resource for teaching others. Giving away knowledge and skills and coaching others are viewed as important leadership responsibilities.

STAGES OF LEARNING:
LEARNING FORMATS FOR STAFF DEVELOPMENT

The purpose of this matrix is to provide staff or staff leaders with alternative learning formats as tools for supporting people as they move through predictable stages of learning and/or making a significant change. Over the course of one school year, planners may use three or more different formats as tools in achieving one staff development goal.

Predictable Stages in Making a Change			
Awareness	**Learning**	**Application**	**Refinement**
Expert Lecture/ Expert facilitation Discussion Among Colleagues	Peer facilitation Discussion Among Colleagues	Peer facilitation Discussion Among Colleagues	Peer facilitation Discussion Among Colleagues
Reviewing Research	Reviewing Research	Reviewing Research	Reviewing Research
School Improvement Planning	School Improvement Planning	School Improvement Planning	School Improvement Planning
	Participation in Study Groups	Participation in Study Groups	Participation in Study Groups
	Observation of Peers Direct Instruction followed by Coaching	Small Group Problem Solving	Small Group Problem Solving
	Collaborative Lesson Planning	Collaborative Lesson Planning	Collaborative Lesson Planning
	Collaborative Curriculum Development	Collaborative Curriculum Development	Collaborative Curriculum Development
		Reflection on Practice through Journal Writing	Reflection on Practice through Journal Writing
			Action Research

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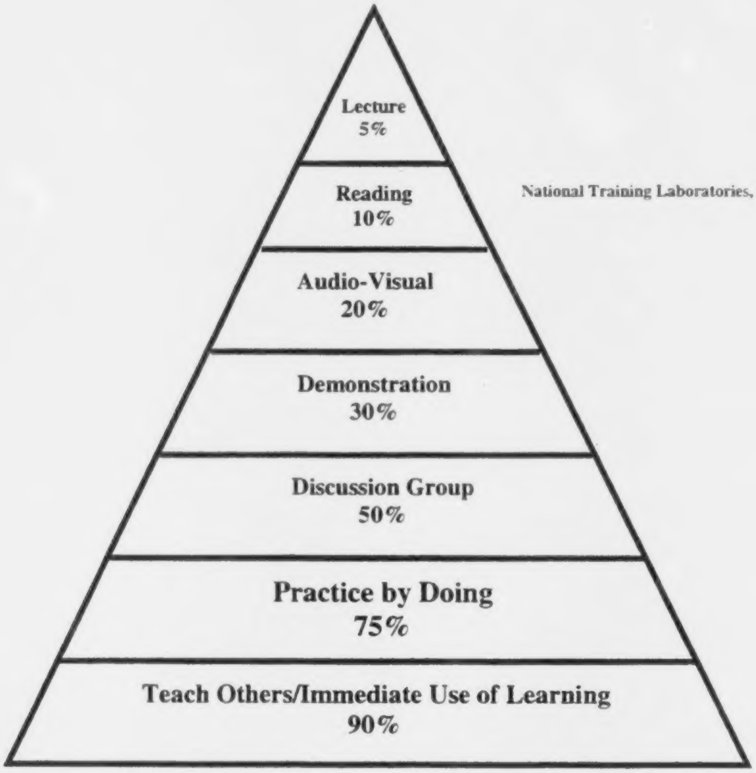
Learning Pyramid: Average Retention Rate

Learning is retained longer and transferred to novel situations more readily when learners (children and adults) apply their knowledge in solving problems and construct their own meaning through engaging learning activities. Although lecture by an expert is an efficient learning format, it is the least effective format in terms of retention rate.



National Training Laboratories, Bethal, Mass

What are three essentials of Schoolwide Staff Development Planning?

ESSENTIALS OF A SCHOOLWIDE STAFF DEVELOPMENT PLAN*

1. GOALS

1. **Stating staff development goals**

Staff development goals:

- Extend staff's knowledge and skill in content and instruction
- Support results-driven student achievement goals of the schoolwide program
- Emerge from a data-driven staff needs assessment process
- Evolve through a priority-setting process
- Focus on learner outcomes
- Allow objective evaluation

2. STRATEGIES

2. **Identifying strategies and activities leading to the achievement of staff development goals**

The staff development plan includes:

- Strategies and activities that directly support the staff development goals
- A planned sequence of learning activities that support staff as they go through predictable stages in implementing a significant change (Awareness, Learning, Application, Refinement)
- Learning activities that result in a product or performance to demonstrate a new knowledge or skill
- A year-long schedule for staff development activities
- Adequate resources aligned to each identified staff development activity
- All professionals in the school

3. EVALUATION

3. **Identifying the evaluation process.**

The staff development plan:

- Specifies a process for evaluating the achievement of each staff development goal

*Adapted from *Standards and Criteria for Approving Building Staff Development Plans,* Adams County School District 50.

How does the school staff complete a professional development plan?

Identify the results-driven student achievement goal(s) to be supported by professional development.

As schoolwide improvement plan is discussed and developed…

The most important principle in planning professional development is that everyone who is impacted by decisions contained in the plan be involved in the development of the plan. It is more efficient to have a leadership team guide the development process and delegate tasks. However, the leadership team will communicate regularly with everyone affected to seek feedback and suggestions for each major part of the plan – the goals, the strategies and activities, and the process for evaluating the success of the plan.

As the staff is discussing issues related to developing a schoolwide reform plan and identifying action strategies, it is useful to record implications for professional development for each action. These action strategies support the results-driven student achievement goals.

Results-Driven Student Achievement Goal:
- All students read at the proficient or higher level
- Students will improve reading comprehension in all content areas

Strategy for Improvement:
Support student readers across all content areas through instructional frameworks and reading guides.

Staff members need to know:
- What's an instructional framework
- What's a reading guide
- Why and how various instructional frameworks and reading guides help students comprehend texts
- A variety of instructional frameworks
- Which instructional frameworks are most appropriate for use in particular content areas
- The purpose and value of three-level guides
- The purpose and value of selective reading guides

Staff members need to be able to:
- Apply the K-W-L strategy
- Apply the directed reading-thinking activity
- Apply the inferential strategy
- Apply the guided reading procedure
- Apply the discussion webs
- Construct and use three level reading guides
- Construct and use selective reading guides

Consult experts...

Identify the action strategy to address the student achievement goal.

Some of the skills necessary to support a particular improvement strategy may not be identified through the discussions. Therefore, after an improvement strategy is selected, a draft list is generated to identify staff needs for successful implementation of the action strategy. The school may want to verify with experts that the staff learning outcomes generated are likely to support the action strategy. This list will be the basis for a staff needs assessment.

Specify what staff members need to know in order to implement the improvement strategy.

Design a needs assessment instrument.

The "gap" between the staff's current knowledge and skills and what needs to be learned to support the action strategy represents the learning needs. One tool to identify the gap or discrepancy is a self-assessment of current knowledge, skills and practices. The self-assessment should list what knowledge, skills and practices are needed to successfully implement the action strategy.

Analyze the needs assessment data

The information gathered from individual staff may be summarized in a building profile. Using this information, one or more staff development goals may be proposed.

Establish a staff development goal(s)

An examples of staff development goals are:

> Staff will be able to select and use appropriate instructional frameworks.
>
> or
>
> Staff will be able to select and use instructional frameworks and discussion guides to support student reading comprehension in all content areas.

Develop yearlong schedule of staff development activities.

The next step is to develop a year-long calendar of activities for each professional development goals. This calendar is developed with input from the staff.

An example of a year-long professional development schedule is found on page 107. This example is narrowly focused on one professional development goal that includes awareness, learning, and application activities. The likelihood of sustaining a major change is increased when teachers have an opportunity to move through the predictable stages of change.

Specify a process for evaluating the achievement of each professional development goal.

Finally, a process needs to be established to determine whether or not the professional development goal was achieved:

- To what degree have the learning outcomes been achieved?
- To what degree has the action strategy been implemented?

Types of evidence that may be used are:

- the products or performances from individual learning activities meet pre-established standards;
- peer or evaluator observation of skill as applied in the classroom; and/or
- classroom products as lesson plans or student products

Identify time, human, and fiscal resources for each professional development strategy or activity.

Finding time in the school day for staff members to learn and work together to accomplish goals is challenging.

- One option is to use current time commitments differently. For example, a staff may choose to change the focus of department and faculty meetings to learning and planning.
- In some school districts, the staff, with input from the community, has chosen to extend the school day by a few minutes to accommodate monthly early release days to gain additional planning hours each week.
- Another option is to reorganize the student schedule one morning each week for staff to work on thematic units or other integrated learning. This option may capture additional hours every other week when half of the staff is supervising student learning.

Beyond the school day…

Inservice and university credit may be offered for many of the professional development formats including direct instruction followed by coaching, study groups, problem-solving groups, school improvement planning, action research, and combinations of these formats.

On the job…

As the school culture evolves to support professional development as critical to successfully achieving school improvement goals, more job-embedded staff development will become the norm.

This is an example of a development plan for only one schoolwide Planning Improvement strategy. It is provided as a resource to be adapted to meet the unique needs of your school and staff.

Apple Valley Middle School
Professional Development Plan
1999-2000 School Year

Results-Driven Student Achievement Goal:
Students at Apple Valley will improve reading comprehension in all content areas.

Needs Assessment Process:
A needs assessment was prepared by the Schoolwide Leadership Team based on learner outcomes aligned with the Strategy for Improvement. Each teacher completed a self-report of their estimate of their own knowledge and skill. Each teacher's evaluator reviewed the self-reports. (If discrepancies were noted, the evaluator met with the teacher to discuss the self-report.) The teachers established the professional goal in this area by consensus.

Professional Development Goal:
Teachers will be able to select and use appropriate instructional frameworks and reading guides in reading instruction across all content areas.

Professional Development Strategies:

Date	Strategy	Planning Responsibility	Resources *An estimated cost should also be included here.	Objectives
8-1-99	Provide teachers/principal with written research on instructional frameworks and reading guides.	SWL Leadership Team	Copying	-Know what an instructional framework is. -Know what a reading guide is. -Know why and how various instructional frameworks and reading guides help students comprehend texts and able to use them.
8-19-99 (8AM-3:30PM)	Demonstration by expert followed by practice of participants in developing K-W-L charts and several other instructional frameworks.	Principal	Consultant Copying	-Know a variety of instructional frameworks. -Know why and how various instructional frameworks help students comprehend text -Know which instructional framework are most appropriate for use in a particular content area.

Date	Strategy	Planning Responsibility	Resources *An estimated cost should also be included here.	Objectives
9-22-99 (3-5PM)	Participants bring and share three instructional frameworks developed for existing units in their own content areas. (Bring copies for others in the same content area and level.)	SWL Leadership Team	Copying costs Facilitator (in-district)	-Know a variety of instructional frameworks. -Know which instructional frameworks are most appropriate for use in a particular content area.
10-20-99 (3-5PM)	Demonstration of use of reading guides followed by practice in developing reading guides for specific content areas.	SWL Leadership Team	Presenter (out-of-district)	-Know the purpose and value of three-level guides and selective reading guides. -Construct reading guides appropriate for own content area.
11-17-99 (3-5PM)	Participants bring and share three reading guides developed for existing units in their own content areas. (Bring copies for others in the same content area and level.)	SWL Leadership Team	Facilitator Copying	-Know the purpose and value of three-level guides and selective reading guides. -Construct reading guides appropriate for own content area.
1-19-00 (3-5PM)	Participants establish criteria for peer observations of individual teachers using K-W-L charts and other instructional frameworks. Participants establish a schedule for three peer observations.	SWL Leadership Team	Facilitator Copying	-Apply the K-W-L strategy, the directed reading-thinking activity, the inferential strategy, the guided reading procedure, and discussion webs appropriate across content areas.
2-1-00 2-8-00 2-15-00 One plan period - variable	Peers observe based on criteria. Return feedback to person observed. Give at least one commendation and ask at least one growth question.	Whole Teaching Staff	None	-Apply the K-W-L strategy, the directed reading-thinking activity, the inferential strategy, the guided reading procedure, and discussion webs appropriate across content areas.
2-1-00	Complete a formative check of how staff members are applying/implementing instructional frameworks and reading guides on an ongoing basis.	SWL Leadership Team	None	-Complete formative check of progress toward achieving the staff development goal. -Adapt the professional staff development plan if it does not appear that the staff will reach the goal.
2-29-00	Participants establish criteria for peer observations of individual teachers using reading guides. Participants establish a schedule for three peer observations.	SWL Leadership Team	Facilitator Copying	-Construct and use three level reading guides and selective reading guides.

Date	Strategy	Planning Responsibility	Resources *An estimated cost should also be included here.	Objectives
3-1-00 3-8-00 3-15-00 One plan period each day	Peers observe based on criteria. Return feedback to person observed. Give at least one commendation and ask at least one growth question.	Whole Teaching Staff	None	-Construct and use three level reading guides and selective reading guides.
4-1-00	Submit a minimum of four written reading guides and four instructional frameworks used in support of existing units for review.	Committee with member from each content area	6 members	-Construct instructional frameworks and reading guides appropriate for particular content areas.
4-1-00	Schedule an observation with the building principal or other evaluator to be completed by 5-15-00.	Each member of the teaching staff	Principal/evaluator time	-Apply instructional frameworks and reading guides across all content areas to support student readers.
5-15-00	Evaluate the degree to which the professional staff development goal has been achieved.	SWL Leadership Team Whole Teaching Staff		-Determine the next steps for professional development in this school improvement strategy area.
9-13-00	Share refinements made to those instructional frameworks and reading guides used with students. "What will I do differently in using these tools this year?" "Have the students improved their reading comprehension through use of these tools?"	SWL Leadership Team	Facilitator	-Determine the next steps for professional development in this school improvement strategy area. -Ensure that the implementation of the improvement strategy is sustained.

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Having the Right Discussions about Professional Development Planning

What is your prior experience with professional development?

The first step to initiate dialog about professional development planning is to create a process by which participants can reflect cognitively and effectively on their own previous experiences.

From your experience, what are some of the forms of professional development?

DISCUSSION and REFLECTION QUESTIONS:

- What is professional development?
- How do you gain new knowledge and skills?
- Have some learning experiences resulted in more personal or professional growth than others. Which ones and why?
- What makes learning meaningful to you? Why?
- What kinds of learning experience help you better remember the content?
- Do you prefer to learn by "getting the big picture" first and then filling in the details? Or by understanding the details first?
- Do you prefer to learn by "hands-on" examples followed by a discussion. Or, information first followed by "hands-on examples?
- What are the implications of how you and your peers learn for the professional development plan in your school?

From your experience, are some formats for professional development more effective than other ones?

ACTIVITY:

Directions for the facilitator:

1. Distribute blank sheets of paper to each participant.
2. Ask each person to fold the paper in half length wize.
    - In the first column, list what you liked about the best professional development you ever experienced. Why?
    - In the other column, list what you liked least about the worst professional development you ever experienced. Why?
3. Ask participants to select a partner.
    - Share the characteristics about each experience with your partner.
    - With your partner, put a star beside any characteristic that appears on both of your lists.
4. Ask one person from each pair to report out to the larger group on those characteristics that are stared.

5. Record on chart paper "characteristics of best professional development" for the whole group to see.

What kinds of follow-up activities have you experienced?

Directions for the facilitator:

1. Ask participants to form groups of three (across grade levels or content area, if possible).
   - List training that each participant has experienced in the past few years.
   - Place an asterisk next to each training listed to indicate that an adequate amount of follow-up was provided.
   - Then list types of follow-up learning activities the members of your group have experienced.
2. Ask one person from each group to report those follow-up learning activities to the large group.
3. List those follow-up formats experienced.
4. Ask whole group:
   - What other follow-up formats could have been a part of the training?
5. Add these to the list.
   - What do you think the result of other follow-up formats would have been?
6. List possible results for whole group to see.
7. Discuss the following statement:
   - Some experts believe that 50% of the resources set aside for staff development initiatives should be directed as follow-up."

Relationship between Levels of Effectiveness and Learning Formats

Training Formats	**Levels of Effectiveness**		
	Understanding Concept (Awareness)	**Learning Skill**	**Application/ Implementation**
Presentation of theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and low risk feedback	85%	80%	10-15%
Coaching Study teams Peer visits	90%	90%	80-90%

USE THE INFORMATION IN THE CHART ABOVE TO DISCUSS AND REFLECT ON THE FOLLOWING QUESTIONS.

- What is the value of using a variety of formats for professional development?
- What formats for learning would be the most useful at the beginning of a professional development effort?
- Which ones would be useful when teachers are actually applying what they have learned in the classroom and trying to fully implement the action strategy?
- Are there follow-up learning formats that help teachers and others sustain their focus over time and perhaps adapt the action strategy based on their experience in its implementation?

Planning professional development that aligns with action strategies.

What is the schoolwide improvement strategy?

What do teachers need to learn to implement the improvement strategy?

Directions for the facilitator:

1. Present the following situation.
    - Through an analysis of the student achievement information, and a discussion of possible causes of the discrepancy between what has been achieved and how they are achieving, a student achievement goal was generated.
    - The goal is: Sixth grade students will improve writing for explanation in mathematics, social studies, English, and science.
    - Schoolwide action strategy identified to support this goal is to implement the Six-Trait Writing Program as adapted by staff.
2. In pairs, discuss the following questions to create a professional development plan.
    - What do we need to know to support this action strategy?
    - What do we need to be able to do to support this action strategy?
    - In addition to an initial training in the Six Trait Writing Program, what learning strategy (learning formats, timelines, and resources) do we think would adequately support us in implementing this schoolwide action strategy?
    - How will we know when we have learned what we need to know and be able to do? What will be the products or performances that we could use to measure our degree of achievement?

3. Form groups of six.
4. Ask each pair to explain their plan to the group of six.
5. Ask participants to respond to each plan with the following statements:
    - The strengths of your plan are…
    - A way that your plan could be even stronger is…
6. Ask participants to form a large group of all the participants.
7. Ask each participant to share something they have learned with the rest of the group as a result of this activity.

How will we know that we have reached our professional development goal?

DISCUSSION AND REFLECTION QUESTIONS

- What evidence would indicate that the professional development goals have been achieved?
- What are the most efficient and most effective means of gathering this information?
- Will the evaluation information be useful in making ongoing program revisions (formative) and determining the overall effectiveness of the program (summative)?
- If we don't achieve our professional development goal, what will our next step be?

Resources in Professional Development

Standards for Staff Development Middle Level Edition. National Staff Development Council; Oxford, Ohio, 1995.

Wood, Fred; Killian, Joyce; McQuarrie, Frank; Thompson, Steven; ***How To Organize a School-Based Staff Development Program***. Association for Supervision and Curriculum Development; Alexandria, Virginia 1993.

Sparks, Dennis and Hirsh, Stephanie***; A New Vision for Staff Development***. Association for Supervision and Curriculum Development and National Development Council; Oxford, Ohio, 1997.

Caffarella, Rosemary S., ***Planning Programs for Adult Leaners***. Jossey-Bass Publisher; San Francisco, 1994.

INCLUDING ALL STUDENTS

EQUITY

CIVIL RIGHTS AND EQUITY

Equity is a term which is freely used in schools and the work place. What exactly is equity? Two definitions from the Tenth edition of the Merriam Webster's Collegiate Dictionary help define the meaning of equity, particularly in education:

> *Freedom from bias or favoritism;*
>
> *A body of legal doctrines and rules developed to enlarge, supplement or override a narrow rigid system ....*

While the dictionary definitions have origins in the legal profession, the meaning readily translates to education. We want our schools to be free of bias and favoritism, and we want to overcome rigid systems that keep our students from achieving in schools and from fulfilling their intellectual and social potential.

Equity can happen when the federal and state civil rights laws, regulations, and presidential executive orders covering anti-discrimination are followed and when those requirements are made a part of the education structure. All schools receiving federal funds in any form are required to meet the mandates of the civil rights legislation and regulations. Any school which receives federal funds from any source and for any reason, is required by law to implement and maintain anti-discrimination laws and regulations. Failure to do so may result in the loss of federal funds to the school district.

The major federal anti-discrimination laws related to schools are:

(1)**The 14th Amendment** to the United States Constitution states "... all persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of laws." The 14th Amendment is enforced by the courts.

- student rules and policies;
- treatment of married and/or pregnant students;
- financial assistance;
- student housing;
- extracurricular activities;
- employment.

Agencies and institutions must develop grievance procedures for handling complaints, appoint a Title IX coordinator, conduct an institutional self-assessment of compliance, and adopt and provide public notification of a policy of compliance and nondiscrimination with Title IX. Title IX is enforced by the United States Department of Education and its Office for Civil Rights.

(7) **The Rehabilitation Act of 1973,** Pub. Law 93-112, promotes and expands the opportunities available to individuals with disabilities. This act requires building accessibility for all buildings constructed after 1968. Federal contracts over $2,500 must include affirmative action and nondiscrimination clauses. Section 504 of this act and its regulations prohibit discrimination in the conduct of any program or activity receiving financial assistance from the United States Department of Education. This is enforced by the United States Department of Education and its Office for Civil Rights.

(8) **The Individual with Disabilities Education Act** (IDEA, formerly known as the Education for All Handicapped Children Act) provides federal financial assistance for education students between 3 and 21 years of age with disabilities who, because of their impairments, need special education and related services. The United States Department of Education enforces this act.

(9) **Pregnancy Discrimination Act**, Pub. Law 95-555 (1978), an amendment to Title VII of the Civil Rights Act of 1964, makes it clear that discrimination on the basis of pregnancy, childbirth or related medical conditions constitutes unlawful sex discrimination under Title VII of the Civil Rights Act of 1964. The Equal Employment Opportunity Commission enforces this.

(10) **Age Discrimination in Employment Act**, as amended in 1978, prohibits employers, employment agencies, and labor organizations with 20 or more employees from basing hiring decisions on a person's age when the person's age is between 40 and 70 years unless an age limit is a necessary qualification for job performance. The Equal Employment Opportunity Commission has enforcement authority for this act.

(11) **The Carl D. Perkins Vocational and Applied Education Act of 1990** provides funds for vocational education. It places emphasis on making vocational education "... accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, ... persons participating in programs designed to eliminate sex bias and stereotyping in vocational education." This statute is enforced by the United States Department of Education, its Office for Civil Rights, and the Colorado Community College Occupational and Educational System.

(12) **Title II of the Americans With Disabilities Act of 1990** protects qualified individuals with disabilities from discrimination on the basis of disability in the services, programs, or activities of all state and local governments. It extends the prohibition of discrimination on the basis of disability established by Section 504 of the Rehabilitation Act of 1973 to all activities of state and local governments, including those that do not receive federal financial assistance. The United States Department of Education and its Office for Civil Rights enforce this act.

(13) **Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap** are rules issued by the United States Office for Civil Rights, United States Department of Education. The guidelines describe the civil rights responsibilities of recipients of federal funds offering vocational education programs. They are derived from Title VI of the Civil Rights Act of 1964, Title IX, and Section 504 of the Rehabilitation Act of 1973 and their implement regulations. These are available from the United States Department of Education or from its Office for Civil Rights.

Complete information on these acts and regulations is available from the enforcing agency or from your school administration. Some of these acts and regulations have very specific requirements for compliance, which go beyond a basic description of them.

Adherence to civil rights responsibilities is only one part of the equity equation. The other part of that equation is making those anti-discrimination efforts center on everything that happens in the school. It is that coalescence of the letter and the spirit of civil rights that makes equity a reality in schools.

State and local educational agencies have developed improvement plans, many of which establish content standards, performance standards, and assessment standards. These standards apply to all students.

Standards must be established

Just as content, performance, and assessment standards have been developed for schools to measure their adherence to civil rights requirements and the inclusion of all students in the educational process.

Janet Wright, M.A., of the Nevada Department of Education and Lynda Nilges, Ph.D., in ***System-Building Standard for Educational Reform: An Equity Perspective*** developed a set of standards for equity within the school reform process. The standards are derived from the following premises:

- Equity is an integral part of the school improvement process and applies to all programs within a school.
- Equity must be viewed as inseparable from quality in the measure of educational excellence.
- Equity helps to ensure that all students experience the highest levels of academic success possible, economic self-sufficiency, and social mobility.

These standards become the benchmarks by which schools, school improvement projects, and content, performance, and assessment standards are measured.

1) **Educational environments are created which honor diversity and respect the individual.**
    - Diversity and human difference are openly and sensitively discussed in the school and community, both informally and as part of the formal curriculum.

- School personnel understand how student learning is influenced by individual experience, gender, talents, and prior learning as well as language, culture, family, and community values.
- Policies are in place to ensure that schools and school personnel respect diversity. Clear procedures exist for resolving discrimination and harassment complaints of students and school personnel.
- Acceptable behavior, language, and dress standards are clearly identified and are non-discriminatory. Disciplinary policies are clear and penalties are equal for all students.
- Published documents, informational brochures, school-wide displays, and visual materials portray females and males of varied racial, ethnic, age, and ability groups in a variety of roles. School documents and publications should be available in the language of the home.
- Respectful behavior is modeled and reinforced so students develop positive views of themselves and their futures.
- Inclusive language is used by all those in the educational environment, including students and staff.
- Resources are allocated to provide safety for all students. Programs are established that reduce incidents of fighting, battery, the use of weapons, the possession and distribution of controlled substances to create a disciplined environment conductive to learning.

2) **Educational leaders assure equity in governance.**

- An identified individual or group assumes leadership to ensure that equity is an integral part of daily school life and all educational processes.
- School personnel, especially those from under-represented groups, have the opportunity to participate in the formal and informal decision-making at all levels.
- All school committees contain members who are knowledgeable about equity issues and are representative of the diversity of the educational community.
- Leadership roles reflect the gender and ethnic make-up of the local community.
- Administrators are evaluated on their support and incorporation of equity standards.

- School resources are targeted at addressing equity and diversity issues, including making the time available to staff members to collaborate and improve their own skills and knowledge regarding student diversity.

3) **Pre-service and in-service education equips faculty, administrators, and staff with the skills needed to teach and work with diverse student populations and communities.**
   - Regular professional development is offered to help the educational staff identify and overcome bias and to confidently meet the needs of a diverse classroom/school.
   - Information is provided to educational staff regarding local, regional, and national workshops, conferences, and professional development opportunities related to diversity and equity issues. Equitable support is provided for participation in those activities.
   - Teachers increasingly indicate they feel prepared to meet the needs of diverse students and to understand their profession in the context of a diverse society.
   - Pre-service teacher education links content knowledge, experience, and diversity with instructional strategies that enhance student achievement.
   - Pre-service practicums and/or student teaching experience provide experience to teachers and administrators in working with a wide variety of students.
   - Curriculum standards for professional programs emphasize the integration of theory and practice as related to diversity and utilize performance assessment and field experience to support learning.
   - Curriculum standards for professional programs emphasize all aspects of subject content and include the contributions of diverse populations.

4) **Fair and impartial teaching practices are incorporated into classrooms to facilitate the academic achievement of all students.**
   - Teachers positively reinforce the abilities and interests of all students when interacting with students, parents, or school personnel.
   - Teachers have high expectations and standards for all students.
   - Teaching strategies and methods address the learning styles of each student.

- Teacher interactions are structured to provide the maximum interaction with every student.
- All classroom procedures and patterns, including seating, lines, activity areas, academic, and athletic groups are gender, ability and race inclusive.
- Students are taught to understand and value diversity through both the formal and informal curriculum.
- Heterogeneous grouping is predominately used to promote social understanding and enhance opportunities for success in a wide variety of social settings.
- Alternatives to tracking are explored, especially where data indicates that tracking leads to lower achievement and lower aspirations for students.
- Inclusive language is modeled in teaching.

5) **Fair and impartial assessment practices are incorporated into classrooms and testing programs.**
   - Educational progress and/or student achievement is based on multiple forms of assessments that include authentic assessments such as performance-based or portfolio assessments.
   - Assessment strategies are sensitive to how students learn (e.g., written, verbal, kinesthetic, and/or visual) and are administered in a manner that permits individual students to demonstrate mastery of content.
   - Assessment strategies are subject to continuous review and improvement.
   - Accommodations in assessments are made and are based on the students' needs. Accommodations do not give one student an advantage over other students and do not change the nature of what is being tested.
   - All students are provided with alternatives for earning credit through challenge exams and performance tests.

6) **Curricula and personnel are evaluated to ensure that issues of equity and diversity are consistently addressed.**
   - Equitable teaching strategies are included in teacher and administrator evaluation and accountability.
   - Teacher-student interaction patterns are studied to promote equitable involvement with every student.
   - Curriculum materials appeal to and are relevant to the interests and needs of a diverse student audience (i.e. students see an accurate and consistent reflection of themselves including gender, race, and ability in the materials they study). If not, supplemental materials are consistently utilized or materials are developed.

- A process is in place to regularly screen curricula and instructional materials, including computer software, for potential bias and stereotyping.
- Inclusive language is used in the classroom and in curricular and learning materials, including computer software.

7) **Data on student achievement and programs are collected and evaluated to ensure that all groups benefit from educational practices and policies.**
   - A data collection system clearly identifies the educational progress of all students; information is disaggregated to identify performance of all population groups.
   - Class enrollment trends are monitored relative to gender, ethnicity, ability, and other socio-cultural factors.
   - The number of under-represented students completing high level courses increases, especially in the areas of math, science, and technology, until they match or exceed their representation in the general population.
   - Data reflecting student achievement are evaluated and used to provide direction for systemic change and improvement.
   - The percentage of under-represented students who earn a high school diploma, post-secondary certificate or diploma, or certificate of final achievement increases until the percentage matches or exceeds that of the general population.
   - Under represented and at-risk students have increased success and lower dropout rates.

8) **The entire learning curriculum is available to all students through comprehensive, individualized planning and course selection.**
   - Students are integrated in all programs without regard to gender, race, disability, and/or national origin to enhance their potential for future success.
   - Master schedules encourage gender fair enrollment (e.g., a traditionally female class is not scheduled at the same time as a traditionally male class).
   - Computer technology is available to all students including equitable access to up-to-date equipment and software that is free of stereotyping and bias.
   - Under-represented groups are recruited and encouraged to enroll in advanced math, science, and technology courses and programs as well as other programs where an imbalance exists.

- Mentoring and support groups exist for students who enroll in non-traditional classes.
- All students have the opportunity to earn college credit and take advanced standing courses prior to graduation from high school.
- A career development process is available to help students identify traditional and non-traditional career options, to understand occupational trend projections for high wage and high skilled careers, and to develop individualized educational and career plans.
- Support services exist, when needed, to ensure participation in educational programs (e.g. child care needs for teen parents; transportation needs for students without economic availability of personal transportation; textbooks or tools for students who demonstrate financial needs; accommodations for learners with disabilities and second language learners).

9) **Financial resources, facilities, and staffing are allocated in ways that provide opportunity and success for all students.**
   - Equity issues are considered when educators are recruited.
   - Data on staffing patterns are collected and analyzed to ensure that the educational workforce reflects the ethnic and gender make-up of the school.
   - Incentives are developed for those who accept more challenging teaching assignments.
   - School funding policies recognize that differing needs and circumstances require different interventions and incur different costs.
   - Financial support is allocated for the special needs of students.
   - Resources are allocated to provide equitable facilities and learning environments for all students.

10) **Parents/caregivers, community organizations, business/industry, and schools work together as partners to promote academic achievement and inclusive learning environments.**
    - Outreach activities empower parents, partners, and caregivers to become involved in the students' education. The activities should accommodate the language needs of parents and others in the community.
    - Parents are aware of the effects of stereotyping and bias and its impact in educational achievement.

- Data are collected which show the number of families involved in the school community and the growth in involvement, especially of traditionally under-represented families.
- Schools are sensitive to work schedules and work demands of parents and care givers and create schedules to accommodate working parents.
- Schools and social service agencies collaborate to provide services (e.g. parenting education, early childhood services and comprehensive health and health education programs) to decrease poverty-related inequities that may reduce a student's readiness to learn.
- Successful strategies that reduce inequities are publicized throughout the community.
- Partnerships are established between schools and all facets of the community to enhance home-to-school-to-work transitions and to ensure that all students find appropriate educational and employment opportunities.
- Community members, organizations, and businesses provide opportunities to promote equity, especially for non-traditional and under-represented students, by serving as field trip hosts and/or becoming involved in job-shadowing and/or mentoring programs.

Sincere appreciation is given to Janice Wright, Lynda Nilges, and the National Alliance for Partnerships in Equity for their permission to use this material.

Making equity a part of every school and every school day requires knowledge and practice. School reform will be most successful when equity and civil rights are a central focus of the effort.

A checklist on civil rights and equity follows. While it is lengthy, it is by no means complete. Each school will develop other areas to explore which are particular to their needs.

Civil Rights and Equity Checklist

PROCEDURAL STEPS		YES	NO
(1)	Prior to the beginning of each school year, do you provide public notification to advise students, parents, employees, and the general public that all opportunities, including vocational, will be offered without regard to race, color, national origin, sex, or conditions of disability?	☐	☐
(2)	Does the notification include the name, title, address, and telephone number of the employee(s) designated to coordinate your compliance activities?	☐	☐
(3)	Has a statement of the nondiscrimination policy, which includes identification of the Title IX (sex) and Section 504 (disability) coordinator(s) as well as others appointed to oversee equity issues, been included in each announcement, catalogue, application form, and other publication?	☐	☐
(4)	Are students, staff, and community members notified of these individuals' names, office addresses, telephone numbers, and responsibilities on at least a yearly basis?	☐	☐
(5)	Does the district have a printed grievance procedure for complaints that can be used by students, parents, and staff members, and which is available in languages other than English? (Some civil rights legislation requires it.)	☐	☐
ADMISSION AND RECRUITMENT			
(6)	Are all courses available to male and female students, and students of all races and ethnicities? Students with disabilities?	☐	☐
(7)	Have testing instruments and criteria used for student referral and placement been reviewed to ensure they are identical for males and females and do not discriminate on the basis of race, ethnicity, or conditions of disability?	☐	☐
(8)	Have descriptive materials for courses been reviewed to ensure that content, language, and illustrations are race and gender fair?	☐	☐
(9)	Do any classes have enrollments of students in numbers disproportionate to their representation in the school?	☐	☐
(10)	Have graduation requirements been reviewed to ensure they are identical for all students?	☐	☐
(11)	Have all district curriculum policies and guidelines been reviewed to ensure that content, language, and illustrations are sex and race fair?	☐	☐
	Are course titles and descriptions gender free and race fair?	☐	☐
(13)	Are students limited by number for entrance into courses or programs of study because of gender, race, ethnicity, language or conditions of disability?	☐	☐
CURRICULUM AND INSTRUCTION			
(14)	Do teachers have high expectations for all students?	☐	☐
(15)	Do teaching strategies and methods address the learning styles of each student?	☐	☐
(16)	Are accommodations and/or modifications to instruction available for diverse learners, especially learners with disabilities and second language learners?	☐	☐

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		YES	NO
(17)	Do curriculum materials appeal to and are relevant to the needs of a diverse student audience?	☐	☐
(18)	Do curriculum materials present an accurate and consistent reflection of the student body including race, gender, and ability?	☐	☐
(19)	Does the school have procedures to regularly screen curricula and instructional materials for potential bias and stereotyping?	☐	☐
(20)	Are classroom procedures and patterns, including seating, lines, activity areas, and academic grouping race, gender, and ability inclusive?	☐	☐
(21)	Are students integrated in all programs without regard to gender, race, disability, and/or national origin?	☐	☐
(22)	Are under-represented groups prepared for, and encouraged to enroll in advanced courses and programs?	☐	☐

ASSESSMENT

(23)	Educational progress and/or student achievement is based on multiple forms of assessments that include authentic assessments such as performance-based or portfolio assessments?	☐	☐
(24)	Assessment strategies are sensitive to how students learn (e.g. written, verbal, kinesthetic, and/or visual) and are administered in a manner that permits individual students to demonstrate mastery of content?	☐	☐
(25)	Accommodations and/or modifications in assessments are made and are based on student's needs and mode of instruction?	☐	☐
(26)	Assessment instruments are screened for potential bias and stereotyping?	☐	☐
(27)	Assessment strategies are subject to continuous review and improvement?	☐	☐
(28)	Assessment results are reviewed and analyzed to provide direction for improving instruction for all students?	☐	☐

DATA COLLECTION AND ANALYSIS

(29)	Has a data collection system has been designed and implemented to clearly identify the educational progress of all students?	☐	☐
(30)	Are student achievement data is routinely disaggregated to identify performance of all population groups?	☐	☐
(31)	Are data reflecting student achievement evaluated and used to provide direction for systemic change and improvement?	☐	☐

TREATMENT OF STUDENTS

(32)	Has notification been made to all organizations and individuals, which provide services, benefits, or aid to students, of the district's obligation to comply Title IX and other civil rights requirements of the school?	☐	☐
(33)	Have student health services and insurance policies been reviewed to ensure compliance with the civil rights requirements of the school, including Title IX?	☐	☐

		YES	NO
(34)	Have all policies or agreements pertaining to employment of students by the school or by outside organizations been reviewed to assure they do not discriminate on the basis of race, ethnicity, gender, language, or conditions of disability?	☐	☐
(35)	Have programs and procedures relating to student honors and awards been reviewed to ensure compliance with the civil rights requirements of the school?	☐	☐
(36)	Is participation in extracurricular activities open equally to all students without regard to gender, race, ethnicity, language, income or conditions of disability?	☐	☐
(37)	Are participants in extracurricular activities treated equally?	☐	☐
(38)	Have policies and descriptive materials relating to special student services been reviewed to assure they are equitable in eligibility criteria?	☐	☐
(39)	Has the policy regulating the use of all school facilities been evaluated to ensure equitable access and use?	☐	☐
(40)	Are facilities available according to the same criteria, under the same conditions, and during comparable time intervals?	☐	☐
(41)	Are toilets, locker rooms, and shower facilities comparable in number and condition for males and females?	☐	☐
(42)	Are policies and regulations regarding student behavior and dress identical for all students?	☐	☐
(43)	Are criteria for enforcement of these regulations identical for all students and groups?	☐	☐

COUNSELING

(44)	Have all testing and counseling services been reviewed to ensure compliance with all civil rights requirements?	☐	☐
(45)	Is it clear in all-descriptive materials that all services are available to all students regardless of race, gender, ethnicity, conditions of disability, or socio-economic status?	☐	☐
(46)	Do manuals, guidelines, and similar publications state the responsibility of personnel to counsel in a manner free of bias?	☐	☐
(47)	Have the publications been reviewed to eliminate stereotyping language, illustrations, and examples?	☐	☐
(48)	Have all counseling and testing materials and instruments been reviewed to ensure compliance with all civil rights requirements?	☐	☐
(49)	Do the text, language, and photographs in counseling materials indicate choices are more appropriate for one group or gender than for another?	☐	☐
(50)	Have all course enrollments been reviewed to determine if student enrollment in those courses is in proportion to the enrollment of the student body?	☐	☐
(51)	Are course assignments made without regard to gender, race, ethnicity, or socio-economic status?	☐	☐
(52)	Do counselors refrain from discouraging and/or prohibiting, or encouraging and/or requiring enrollment in courses on the basis of race, gender, ethnicity, socio-economic status or conditions of disability?	☐	☐

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		YES	NO
(53)	Have criteria been developed and disseminated for the selection and purchase of tests, appraisal instruments, and counseling materials?	☐	☐
(54)	Have directions been issued and training provided to insure the nondiscriminatory use of tests or instruments presently used in the district?	☐	☐
(55)	Do counselors make academic, career, and personal recommendations on the basis of individual abilities, interests, and values rather than because of gender, race, ethnicity, socio-economic status, or conditions of disability?	☐	☐

PHYSICAL EDUCATION

(56)	Have physical education requirements been reviewed to ensure that they are identical for males and females?	☐	☐
(57)	Have nondiscriminatory standards been designed to assess individual progress in physical education courses?	☐	☐
(58)	Do course descriptions make it clear they are open to both females and males based on interest and ability?	☐	☐
(59)	Is grouping done only on an activity-by-activity basis with safety (not gender) as the criterion for grouping?	☐	☐
(60)	Have procedures and/or criteria used in assigning students to physical education classes been designed to ensure compliance with Title IX?	☐	☐

ATHLETICS

(61)	Have athletic policies been reviewed to ensure equal access to team selection and/or composition in interscholastic, intramural, or club athletics?	☐	☐
(62)	Has a recent survey of athletic interests and abilities of each gender been taken and assessed?	☐	☐
(63)	Are the interests of each gender, as surveyed, accommodated in school athletic programs?	☐	☐
(64)	When team selection is based on interest rather than abilities, are teams in non-contact sports open to all students?	☐	☐
(65)	Are athletic benefits equal for all students, especially males and females in:		
	levels of competition?	☐	☐
	equipment, supplies, and uniforms?	☐	☐
	travel?	☐	☐
	per diem allowances?	☐	☐
	coaching?	☐	☐
	access to locker, practice, and facilities?	☐	☐
	efforts to provide publicity?	☐	☐
	support services (cheerleaders, pep band, rallies)?	☐	☐
(66)	Do male and female teams have seasons of comparable length and numbers of opportunities to compete and to compete before audiences?	☐	☐
(67)	Do all athletes, both male and female, receive equal recognition for athletic excellence such as athletic letters, news releases, and awards?	☐	☐
(68)	Have descriptive materials pertaining to school athletic programs been reviewed for compliance with Title IX and other civil rights requirements?	☐	☐

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		YES	NO
(69)	Have athletic programs and expenditures in the budget been reviewed to determine whether they provide equal opportunity for all students?	☐	☐
(70)	Has the school athletic administrative structure been reviewed to determine if there is equal employment opportunity?	☐	☐
(71)	Have athletic staffing patterns and compensation been reviewed to ensure compliance with all civil rights requirements?	☐	☐
(72)	Have rules and by-laws of interscholastic athletic associations or leagues been reviewed to ensure compliance with civil rights requirements?	☐	☐

VOCATIONAL EDUCATION

		YES	NO
(73)	Are all admissions granted:		
	without preference based on gender or race?	☐	☐
	without ranking applications on the basis of gender or race?	☐	☐
	without applying quotas on the basis of gender or race?	☐	☐
	without applying different admissions criteria on the basis of gender or race?	☐	☐
(74)	Are course titles and descriptions gender and race fair?	☐	☐
(75)	Do all admission forms avoid inquiries about marital or parental status?	☐	☐
(76)	Have tests or criteria been reviewed to see if they have a disproportionately adverse effect upon persons of a particular race, gender, or ethnicity?	☐	☐
(77)	Are scoring norms the same for all students?	☐	☐
(78)	Are recruitment efforts equally directed at students no matter their race, gender, ethnicity, language, socio-economic status, or conditions of disability?	☐	☐
(79)	Have all recruitment materials been reviewed to eliminate bias and ensure compliance with civil rights requirements?	☐	☐
(80)	In vocational education classes previously limited to members of one group or gender, have steps been taken to encourage application by members of previously excluded groups or gender?	☐	☐
(81)	Are all criteria for assigning students to courses and programs free from differentiation on the basis of gender, race, national origin, socio-economic status, or conditions of disability?	☐	☐
(82)	Are classes conducted on a co-educational basis?	☐	☐
(83)	Are programs and curriculum guidelines clear about providing equal opportunities for all students and under the same conditions?	☐	☐
(84)	Are graduation requirements the same for all students?	☐	☐
(85)	Has the curriculum been reviewed for equitable content, activities, instructional methods, and requirements for all students?	☐	☐

Each "no" answer indicates an area that should be reviewed, discussed, and modified, if necessary.

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EVALUATION

ESTABLISHING ASSESSMENTS AND MEASUREMENT FOR ACCOUNTABILITY

PROGRAM EVALUATION

Rigorous assessments that accurately measure student achievement are essential in creating successful schoolwide programs. In designing its program a school must create a means to collect student performance data to ensure that its program has merit and to demonstrate that it is accountable for improving the academic achievement of all students. An assessment system must provide sufficient information to allow the school to make informed decisions that will lead to the improvement of its instructional programs. Assessments must be linked to standards and include indicators of success aligned to the identified program results and goals.

The cornerstone of the school's program evaluation must be the Colorado Student Assessment program (CSAP), and, if an elementary program, the Colorado Third grade literacy assessment.

Additionally accreditation indicators shall include but shall not be limited to: CSAP results, dropout rates, student attendance rates, including expulsions and suspensions, graduation rates, percentage of students taking advanced placement courses, percentage of students taking CSAP, percentage of students exempted from CSAP, and results of school district tests.

Establishing Assessments and Measurements

Federal Schoolwide Requirements:

Assessments

Each State shall demonstrate that the State has developed or adopted a set of high-quality, yearly student assessments... ***that will be used as the primary means of determining the yearly performance of each local educational agency and school*** *served under this part in enabling all children served under this part to meet the State's student performance standards. Such assessments shall---*

- *(A) be the same assessments used to measure the performance of all children, if the State measures the performance of all children;*
- *(B) be aligned with the State's challenging content and student performance standards and provide coherent information about students attainment of all standards;*
- *(C) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards for assessments;*
- *(D) measure the proficiency of students in the academic subjects in which the State has adopted challenging content and student performance standards and administered at some time during--*

> *(i) grade 3 through 5;*
> *(ii) grade 6 through 8; and*
> *(iii) grades 10 through 12;*
>
> *(E) involve multiple up-to-date measures of student performance, including measures that assess higher order thinking skills and understanding;*
>
> *(F) provide for--*
> *(i) the participation in such assessments of all students;*
> *(ii) the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to state content standards...*
>
> *Section 1111 (3)(A-F) IASA*

What is Program Evaluation?

Program evaluation allows a school to determine the extent to which it is meeting the identified results-based goals, identify changes that will improve the overall effectiveness of the schoolwide program, and provide information to the school and its community to ensure accountability for student achievement. Schoolwide program evaluation consists of different components to evaluate the attainment of results-driven goals and benchmarks and the effectiveness of:

- Action strategies
- Professional development
- Resource utilization
- Parental involvement
- Equity policies

Addressing Action Strategies and Implementation

Evaluation looks at both the effectiveness of action strategies and their implementation. Sample questions are:

- "How effective were the action strategies?"
- "Were the needs of the program participants met?"

Addressing Schoolwide Program Results

Each schoolwide program has identified desired results, which are directly supported by program goals, benchmarks, and activities. The evaluation should address whether the desired results were achieved and the outcomes met, and the overall impact of the program on student achievement.

Developing a Schoolwide Program Evaluation

Steps to develop a Schoolwide Program Evaluation System:

1. Involve the identified key stakeholders throughout the process. Stakeholders in educational programs include parents, community members, teachers, administrators, boards of education, students, and others. There are also state and federal level stakeholders.

2. a) Determine how it is known the goal is achieved:
   - Is the measurement relevant to the goal? Is it a valid and reliable measure?
     - ➢ Results-driven goals must be clearly articulated in order to specify measures of goal achievement.
     - ➢ Describing goals in measurable terms requires that specific information on performance be defined with desired target values. In other words, how much of a increase or decrease should be expected through the efforts of the program? These performance expectations should align with the achievement benchmarks linked to each goal.
     - ➢ What will tell us how well we are meeting our goals?

   b) Determine how it is known the action strategies are effective:
   - Is the measurement relevant to the strategy? Is it a valid and reliable measure?
     - ➢ Some strategies will be at the student level (changes in behavior or academic performance), while others are at the staff level (changes in knowledge, skills and attitudes). Others may be more complex (students staying in school, parental involvement).

   c) Determine how to measure the achievement of both action strategies and goals toward attaining the desired results:
   - How often do we measure?
     - ➢ Evaluating program goals and strategies involves being able to answer the questions: What is the ideal? What is good enough and realistic?
   - How will the achievement and performance of different student subgroups be identified?
   - Does the program produce the desired results over and above what would have occurred without the new goals and strategies?

3. Collect and analyze data linked to strategies and goals.
   - Where can we get the information?
   - What will we do with each piece of information? What does it tell us? How does it inform us about further action that we need to take?

4. Develop ways to report the evaluation data.
    - Determine the intended audiences and uses for the evaluation data. To whom will the report be presented (stakeholders, school staff, parents, community)? How will it be presented?

5. Based upon the evaluation data, develop plans to improve the program. How will the data be used to improve practice?
    - Determine if changes in the desired results are necessary; refine or retain results-based goals and benchmarks; redesign, replace or continue action strategies.

When the school identifies strategies for reform, it also needs to establish methods for assessing the impact of the action strategies on student performance. This is established when the baseline assessments are identified for each results driven goal. Since achieving result driven goals is a complex process, more than one or two assessments are necessary to determine progress. The school will want to answer the question: "What assessments can be utilized or designed to "capture the essence" of the results-driven goal and truly demonstrate that learning or improvement has occurred?"

After establishing the assessments for the results-driven goals, the school determines how assessment results will be documented and displayed. The results are then analyzed to gauge the success of the action strategies. The school must also decide how frequently the assessment data will be gathered and how it will be analyzed (for example, by grade level, race and ethnicity, gender, socio-economic status).

Assessing Student Progress

Assessing student achievement and performance is a component of program evaluation. The school should consider including a variety of assessments in their plan. Schoolwide programs are encouraged to choose multiple measures to assess students' progress linked to the action strategies and aligned to content standards to measure program effectiveness.

The school should include assessments that have a common scoring system and allow for comparisons across schools, districts, and states. These assessments include the CSAP, other performance-based assessments, and most standardized tests such as the Iowa Test of Basic Skills, the National Assessment of Educational Progress, California Achievement Test, and American College Testing.

The school should also include classroom assessments that provide additional information on students such as writing samples, projects, experiments, speeches, demonstrations, and others. These should be closely linked to the strategies used to improve student performance.

Chart #11 is designed to assist a school with the initial design of a program evaluation process. To complete the form, the school determines:

- What assessment or measurement instrument will be used to indicate achievement of benchmarks, goals, and desired-results.
- What information will be used from the instrument i.e., whole group or dissaggregated test scores, grades, survey results?
- When and how frequently data will be collected i.e. fall/spring (pre/post test), quarterly, annually?
- Who will collect, analyze, and maintain the data? Classroom teacher, principal, district?
- Where will the school obtain the data. From the classroom, district, or state?
- How the data will be used, reported, and share with all stakeholders?

Chart #11

PROGRAM EVALUATION

Assessment/ Measurement Instrument	What Collected?	When/How Frequently Collected?	Collected by Whom?	From Where?	How Data will be Used/ Analyzed and Reported?

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An example:

The school has decided to use an on-demand common-prompt essay as one of their assessments. The staff has decided that the essay will be given in the fall and spring of every year for three years. In thinking about how to document student performance on this assessment, the staff decided that the test results would be gathered and displayed in a chart. This display will allow the school to:

- look at the progress each class makes over a three-year time period;
- see if the school is doing a better job with each grade level over time; and
- and observe the progress made between the fall and spring testing cycles.

Average Scores on On-demand Common Prompt Essay
(Scores based on 4-point rubric, with 4 being the highest score)

Grade	Time	Year 1	Year 2	Year 3
3	Fall	2.0	2.2	2.3
	Spring	2.7	2.5	2.7
4	Fall	2.2	2.6	2.7
	Spring	2.9	3.2	3.4
5	Fall	2.5	2.9	3.0
	Spring	3.2	3.5	3.7

The chart shows the growth in student performance over time. The third graders assessed in Year 1 are performing better in Year 3 as fifth graders. There have been some modest gains in each grade level as the years have progressed. Improvement has occurred between the fall and spring assessments.

The purpose of this type of evaluation is to ensure that the action strategies are improving the performance of all students. The school must dissaggregrate its test data into subgroups of students that it has identified for special monitoring.

The following chart illustrates the links between an assessment system designed to evaluate student and program performance.

Integrated Links in an Aligned Comprehensive Assessment system

LINKS	QUESTIONS	INTEGRATION
Content Standards	What does a student need to know to be successful at each grade level? What does a student need to know to be successful at each successive level, e.g., basic, and proficient?	Statements of learning goals at predetermined levels throughout a student's educational career. Success tied to clear predetermined expectations of performance. Content appropriate for the complete population of students, i.e., all students.
Curricula and Pedagogy	What should be taught to meet content standards? What are the implications for instructional practices?	Fully articulated descriptions of specific content to be taught to support the content standards.
Performance Standards	What does good performance look like? How good is good enough?	Performance descriptions at multiple levels (at least three) for each content domain, appropriate to describe performances of all students. Profiles/exemplars of student work at each performance level based on assessments measuring content-specific standards.
Assessments	What should be assessed? How should it be assessed? How are assessment results tied to the content and performance standards?	System based on multiple measures to determine how well content standards are implemented and how much students are learning. System appropriate for full range of learners, with any variations in assessment instruments evaluated in terms of link to content and performance standards. System designed to accommodate the diverse, i.e., full, student population.
Instruction	How are content and performance standards reflected in teaching and learning? How are assessment results used to inform instruction and define instructional strategies? How is instruction advanced through the use of assessment results?	Development of strategies for improving instruction based on assessment results. Professional development for all educators in assessment literacy. Determination of critical content teachers must teach so that instruction can be accomplished successfully.
Reporting	What is important to know about student, school, system, and state performance? How well do reports align with content and performance standards?	Documents delineating progress toward achieving content and performance standards which are useful for informing instructional decisions.
Evaluation	How well is the student, the school, the system, or the state doing? How much improvement is needed/should be expected? Where should resources and efforts be targeted to improve student learning?	Feedback that informs program development and improvement Determination of adequate yearly progress. Identification of "best practice" and student success. Feedback that targets improvement in the areas of curriculum and assessment, aligned with content and performance standards

CCSSO
Handbook for the Development of Performance Standards
Meeting the Requirements of Title I
Linda Hansche

All schoolwide programs should complete an annual self-evaluation. The purpose of this evaluation is to determine the success of the action strategies to achieve the results-driven goals.

Chart #12 illustrates the schoolwide self-evaluation instrument.

Chart #12

Schoolwide Self Assessment Profile Description Data

School ____________________________

Results-Driven Goals and Action Strategies

(Use a separate page for each of your school's goals)

Year Schoolwide Plan Developed _____ Year Schoolwide Plan Implemented _____ Year Schoolwide Plan Revised _____

Desired Result	Goal and Benchmarks
Evaluation of Goal (Measure):	

ACTION STRATEGIES SUPPORTING GOAL

STRATEGY	Not Successful	Somewhat Successful	Successful	Highly Successful	Exceptionally Successful
Strategy #1	1	2	3	4	5
Narrative Explaining Self-Evaluation (Use additional space if necessary)					
Strategy #2	1	2	3	4	5
Narrative Explaining Self-Evaluation (Use additional space if necessary)					
Strategy #3	1	2	3	4	5
Narrative Explaining Self-Evaluation (Use additional space if necessary)					

Checkpoints

Once the school has identified assessments for the results-driven goal, it should review the assessments and respond to the following questions.

- √ Are the strategies effective to accomplish the goal?
- √ Are the goals effective to accomplish the results?
- √ Are the strategies supporting the results?
- √ What's the purpose of the assessment? What do we hope to learn from it?
- √ Is it a valid measure of what we're trying to assess? Does it measure what we're teaching?
- √ How reliable is the instrument or data? Is it something we can trust as a basis for making decisions in the school?
- √ How will staff use the resulting data?
- √ Does it provide meaningful information that can be used for continuous improvement?

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Having the Right Discussions About Evaluation

Discussions Critical to Planning Assessment Strategies

Meaningful discussions are vital to the process of establishing methods for assessing the impact of action strategies on student achievement. Concerned about vulnerability to criticism. Others may question the time involved in giving and evaluating assessments. Just about everyone has strong feelings about assessment. Having thoughtful discussion is critical to paving the way for changes in assessment practices.

"What gets measured gets done."

-T. Peters

Discussion Starters

Tailor conversations about assessment to the needs of the staff by choosing from the discussion questions below.

- What is an effective assessment?
- What do all effective assessments have in common?
- What is the value of frequent formative assessment?
- What are the roadblocks to successfully implementing new assessment practices?
- What evidence will be needed to verify that student achievement is increasing due to the impact of the action strategies?
  What form might such evidence take?

(Adapted from O'Rourke and O'Rourke, Rethinking Student Assessment)

- How do we implement a variety of formative and summative assessments to assess progress linked to results driven goals and Colorado Content Standards?

Activities to Promote Thoughtful Discussions

You may want to choose one or more of the following activities to stimulate discussions about assessment.

Activity Idea

Ask each member of the group to jot down some ideas about the following questions and share them with a partner. Then discuss individual answers with the group and draw generalizations about the principles of good assessment.

- What was the most authentic, challenging and insightful "test" you have ever taken?
- What made it that way?
- What was the "worst test" you have ever taken? Why?

(Adapted from O'Rourke and O'Rourke)

Resources

Education Update: *Assessment That Series Instruction.* (1997) Alexandria, VA: ASCD

Irwin, Joan M. (1995) *Reading Assessment in practice: A book of readings.* Newark, DE:IRA

O'Rourke, Anne & O'Rourke, Bill. (1997) Rethinking student assessment. Colorado Springs, CO:OR^2

Schmoker, Mike. (1996) *Results: The key to continuous school improvement.* Alexandria, VA: ASCD

PUTTING IT ALL TOGETHER: WRITING THE SCHOOLWIDE PLAN

THE SCHOOL PLAN

WRITING THE PLAN

The schoolwide plan is a public document that should be widely read and distributed within the school and the community. As such, it is important that the plan be written in a clear and precise manner to allow all audiences, those familiar and un-familiar with the school, to accurately picture the current reforms and future direction of the school. The previous sections of this handbook have addressed the individual components of a schoolwide plan. This section addresses how to compile all the information gathered into a cohesive and comprehensive plan that will drive the school's reform efforts.

In writing its schoolwide plan the school must emphasize how this plan will address the needs identified through CSAP and the school's internal analysis in order to enable all students to meet challenging content and performance standards.

The schoolwide plan application must include the following required eight components:

1) **Comprehensive Internal Analysis**

   The schoolwide plan must contain a comprehensive internal analysis of the entire school. Include student data related to:
   - schoolwide age and grade levels served, increasing or declining enrollment patterns, and student population characteristics;
   - student performance on State and district standards
   - Percentage of students taking advanced placement courses
   - Percentage of students taking CSAP
   - Percentage of students exempted from CSAP
   - disciplinary referrals, retention, expulsion, and dropout rates;
   - attendance, mobility, and stability rates

Data must be disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.

2) Desired Results and Measureable Goals

The desired results and goals must be consistent with the information obtained from the comprehensive internal analysis. The results-driven goals must:

- Reflect the data-driven needs identified in the internal analysis and support the desired results
- Be centered in student learning and academic important to provide all students in the school the opportunity to academically achieve at the proficient and advanced levels of performance
- Specifically address the needs of historically under-served populations, specifically including the needs of girls and women, migrant, limited English proficient, and other exceptional students

All goals must be supported with baseline data that is both measurable and useful for evaluating student progress towards the goal.

3) Structional and Programmatic Reforms

a) Action Strategies

Action strategies must:

- Provide opportunities for all students to meet the state's proficient and advanced performance levels
- Be based on effective ways of improving students' levels of achievement
- Use effective instructional strategies that increase the quantity and quality of time spent on learning from an enriched and accelerated curriculum
- Include strategies for meeting the educational needs of historically under-served populations

Schoolwide reform strategies must be related to, and support, the desired results and goals identified from the comprehensive internal analysis.

b) Schoolwide Organization

Must include the school's current organizational structure and outline the **proposed** changes to the schools' organization, schedules, programs, and educational philosophy. This information is included to illustrate how the school is restructuring to meet the needs of all students.

c) **Transition**

Describe, when applicable, how the school will assist and support children and students in the transition from:

- early childhood programs to elementary education
- primary to intermediate grades; elementary to middle school
- Middle school to high school
- School to career

d) **Implementation and Timelines**

The schoolwide plan must address how all components of the plan will be implemented. Timelines for pilot programs, full implementation, evaluation, review, and revision of the program components must be included.

4) Assessment, Evaluation, and Documentation

a) Student Accountability:

Describe how the school will assess, evaluate, and document student progress towards each of the goals. Assessment data must be disaggregated by gender, race, ethnic group, limited English proficiency, migrant status, disabled versus non-disabled students, and economically disadvantaged students versus non-disadvantaged students. The plan must also address how the school will provide parents with the results of their child's performance.

b) System Accountability:

The school must design and implement an evaluation program to measure its success in achieving the identified desired results. The plan must describe how the school will evaluate the effectiveness of its educational program(s) and how it will revise any component of the schoolwide plan that is shown not to be effective in improving the academic achievement of all students.

5) Equity

The schoolwide plan must address the needs of all students, especially the educational needs of historically under–served populations. Specific goals and reform strategies must be implemented for any segment of the student population that has been identified at-risk of not reaching the State's and district's performance standards at the proficient or advanced levels.

6) **Professional Development**
Describe the intensive, sustained professional development activities that have been planned and/or implemented to ensure that all teachers have the knowledge and skills to carry out the reform strategies and support the schoolwide goals. Describe how the professional development activities will improve teaching and learning to enable all students to meet content standards.

7) **Parental Involvement**
Describe how the school will involve parents and families in supporting their children's education. The plan should address how the school will establish ongoing, quality communication between parents and teachers and engage parents in activities that support the schoolwide reform.

8) **Coordination of Programs**
The plan must identify all federal, state, and local programs from which funds are being used to support schoolwide program implementation. The plan must describe how the intent of the individual programs is met in the schoolwide program.

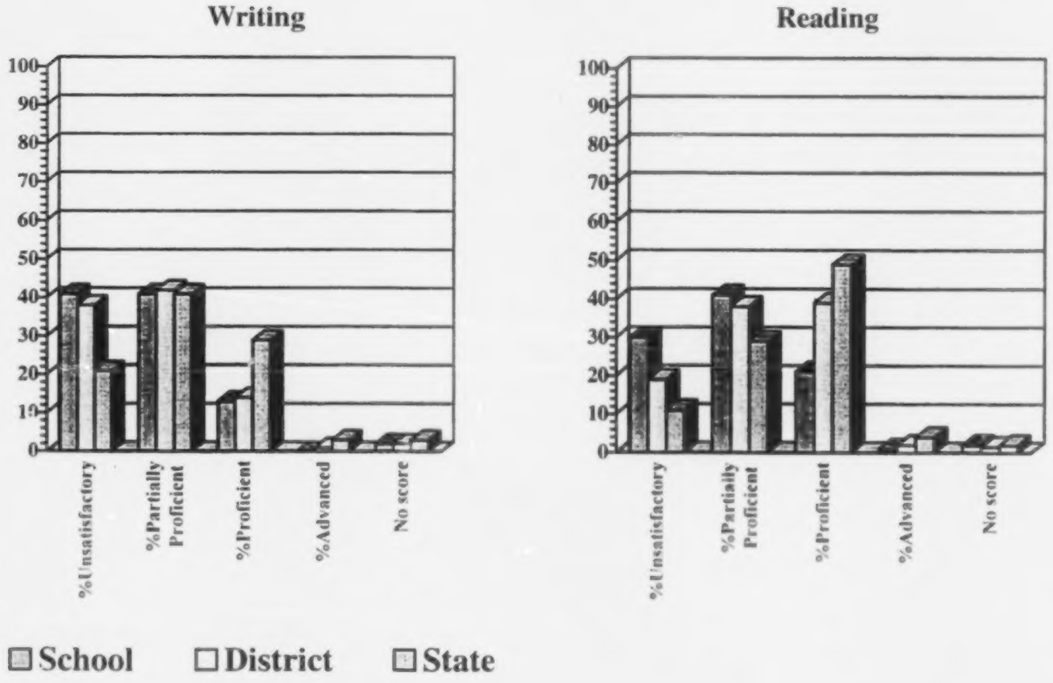
****

The schoolwide plan is a blueprint for the school's reform efforts and, as such, it's important to provide all relevant material and information that will support and provide clarity to the proposed program. However, in writing the plan, it is important not to overwhelm the reader. Following samples area ideas drawn from actual schoolwide plans.

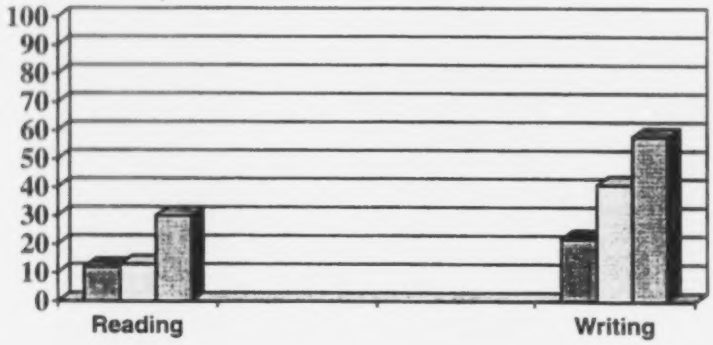
Data Presentation

Once the school has collected and analyzed its data, the resulting information needs to be displayed in a clear and concise manner which is easily understood by all stakeholders. Data displays should be statements of fact only accompanied by a brief narrative summarizing the information contained in the graph or chart.

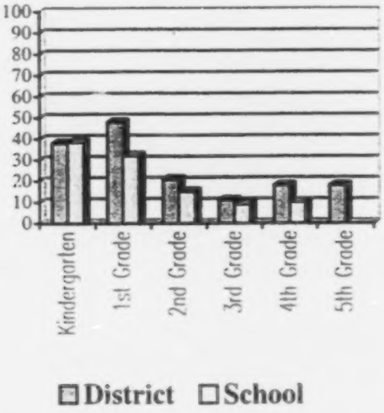
CSAP
Performance Level Summary Report
1997



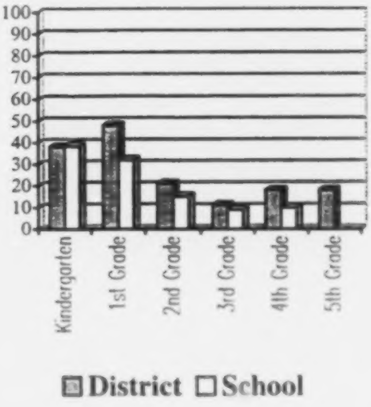
CSAP Performance Level Summary Report
Grade 4 – 1997
Students at or above proficiency



➡ There is a great difference in the at or above proficiency levels as compared to the district and state.



District Writing Assessment
Spring 1996
Students Achieving Proficient and Advanced



District Writing Assessment
Spring 1997
Students Achieving Proficient and Advanced

➡ Scores are decreasing as grade levels increase.

Prioritized Key Findings Based on Data

- Entry level readiness is low
- Performance levels on CSAP, District Writing Assessment, and ITBS show downward trend and are consistently lower than state and district levels
- Not all students qualifying for Title I are served

Organization: Current to Proposed

To assist school staff, parents, and the public at large in understanding the proposed changes and reform being implemented in the school, a method for presenting the material needs to be developed.

Examples from actual schoolwide plans include:

Structure

FROM	TO
single teacher model of instruction; daily schedule based on specials (art, music, PE)	90–minute literacy block making use of support teachers; daily specials' schedule reflects extended block of time for uninterrupted instruction in literacy.
one teacher teaches a class of students (the "my kids" notion)	support personnel team with classroom teachers for a change to the "our kids" philosophy
individual, self-selected staff development	common focus training across the entire staff; heterogeneous study groups with vertical articulation focused on studying areas within [the content area] that have the capacity to significantly impact student performance.

Instruction

FROM	TO
various methods of teaching reading	consistent reading instruction building–wide
autonomous teaching	ongoing dialogue with vertical team-mates
independent, multiple goals	focused building–wide goals for student achievement

Roles

FROM	TO
support teachers being specialists who work with students one-on-one in the classroom or in small group pull-out programs; ESL teacher who works with identified students in small groups	support teachers who are integrated into the literacy bloc and work with students one-on-one; ESL teacher provides a continuum of services for students. This includes co-teaching in the regular classroom using strategies/activities that have been modified to meet the needs of second language learners.
the classroom teacher being an independent decision maker and planner of instruction	Research-driven team planning and group decision making regarding instruction, common language, shared beliefs, and philosophy about teaching and learning
clinic nurse who responds to needs of individual students	clinic nurse is a member of a family support team to provide more coordinated services to students and families

Implementation and Timelines

The schoolwide plan should be designed as a multi-year process of school reform. Once the desired results have been identified and measurable goals and strategies developed, they should be prioritized. Once ranked, discussions concerning what is feasible for Year–One implementation should occur. These discussions must address how many of the reform strategies can be implemented without overwhelming the staff and compromising quality. Once year–one implementation has been addressed, the staff should look at subsequent years.

Examples from actual schoolwide plans include:

The following examples were linked to the desired result of improving writing for all students.

Strategy	Implementation Timeline
Staff inquires into areas within writing that have the capacity to (1) significantly impact student performance for diverse learners and (2) enable staff to make curriculum and instructional connections across grade levels.	1998–99
Implement writing process with whole staff:	
• Staff development	Fall 1998
• District's new scoring rubric introduced	Fall 1998
• Staff will learn how to rate papers	1998–99
Groups of teachers will meet monthly to rate writing assessments:	
• Grade level teams (homogeneous grouping)	Fall 1998
• Multi–level teams (P–2/3–5)	Spring 1999
• Multi–level teams (P–5)	Fall 1999

Assessment, Evaluation, and Documentation

In order to determine the effectiveness of its reform efforts, the school is required to design and implement an evaluation process for its schoolwide program. Additionally, the school must develop on-going assessment procedures that will provide sufficient information to improve instruction for individual students and/or groups of students.

Following is an example from an actual.

Assessment schedule and purpose

Who	What	When	Purpose	Accountability
Kindergarten	K–1 Assessment	Fall/Winter	District Requirement	Student & System
	TERA II	Fall/Winter	Documentation for State Literacy Law	
	Anecdotal Records	On-going	Monitor student progress	Student
Grade 1	K–1 Assessment	Fall	Placement in reading block and tutoring	Student & System
	Clay's Observation Survey		Documentation for State Literacy Law	
	Running Records	On-going	Monitor student progress	Student
Grade 2	Placement Test	Fall	Placement in reading block and tutoring	Student & System
	IRI with miscue analysis	Fall/Spring	Documentation for State Literacy Law	
	Running Records with level books	On-going, Monthly	Monitor student progress	Student
	Writing Samples		Monitor student progress	Student
	CLOZE	Fall/Spring	Monitor student progress	Student

Grade 3	National Normed Assessment	Spring	Report to District	System
	CSAP/Literacy	Spring	Report to State	System
	Placement Test	Fall	Placement in reading block and tutoring	Student
	Running Records with level books	On-going Monthly	Monitor student progress	Student
	Writing Samples	Fall/Spring	Monitor student progress	Student
	CLOZE		Monitor student progress	Student
Grade 4	CSAP/Reading &Writing	Spring	Report to State	System
	IRI with miscue analysis	Fall/Spring	Monitor student progress	Student
	Running Records with level books	On-going	Monitor student progress	Student
	Writing Samples	Monthly	Monitor student progress	Student
	CLOZE	Fall/Spring	Monitor student progress	Student
Grade 5	National Normed Assessment	Spring	Report to District	System
	CSAP/Math	Fall	Report to State	System
	IRI with miscue analysis	Fall/Spring	Monitor student progress	Student
	Writing Samples	Monthly	Monitor student progress	Student
	CLOZE	Fall/Spring	Monitor student progress	Student

As illustrated in the evaluation matrix, assessment is an integral part of our schoolwide model. Assessments will serve several purposes:

- To determine what learning is taking place
- To identify what a student knows and is able to do
- To sharpen the quality of instruction
- To have information about students to report to parents school, school board, and community
- To assess program strengths and weaknesses
- To guide professional development

Analyzing data using both summative and formative assessments, observation records, staff discussions and student behavior will be tabulated. The staff facilitator, principal, assistant principal, and a teacher representing each grade level team will analyze the data.

Results of the analysis will determine the extent to which target goals have been met and the reasons for the performance. The school's accountability committee will review the report and, together with the analysis team, will consider retaining the current program, consider minor changes, or recommend an alternative program.

Implications and decisions will be made now that the benefits and problems of the program are known. Summative information is results–oriented and the analysis will be used to make decisions about whether to keep, modify, or abort the program. Formative decisions include observations, opinions, and student behavior. The analysis team and the accountability committee will use the formative evaluation findings to strengthen the program. Using this careful and reflective evaluation process will complete the process of improving and designing the instructional program, parent program, and professional development program for year of each plan.

Parent Involvement

School partnerships with parents should benefit not only students and parents, but schools and communities as well. The 1994 [IASA] provisions provide greater opportunity for families to participate directly in school governance and in the design and implementation of school reform plans. Schools and districts must also build capacity for parents to be involved in their children's schooling. Capacity–building activities might include literacy programming, parent resource centers, and opportunities for parents to learn about child development and child rearing. (CCSSO 1998)

Examples from schoolwide plans include:

School #1

- Hire a parent coordinator to arrange consistent parental involvement. The parent coordinator would make contacts with families, work with the District's Title One Parent Liaison and School–Community Facilitator to arrange parent education classes and activities.

- Create a parent resource center. The parent resource center will provide a "comfort zone" at the school. The center will improve parent–teacher relationships. The center will provide information and education to/for parents. The center will give parents an increased understanding about how school works, as well as ways they can help their child progress in school.

School #2

- The development of a schoolwide home reading program will support families in feeling connected to the school and in assisting their children's literacy development at home.

- Evening educational opportunities for families will be continued at the school (ESL, GED, Parenting Classes, and others), including the use of the Parents as Partners Activity Kit.

- Monthly open parent meetings with the principal in which parents can voice concerns or suggestions regarding the program at the school.

Coordination of Programs

With the reauthorization of IASA the federal government realized that many of its programs were too categorical, rigid, and centralized and, therefore, did not meet the needs of the local school and community. In short, federal categorical programs, which target certain groups of students, and limit program eligibility, hinder a school's efforts at educational reform. The federal government therefore, has been willing to give up control of many of its educational programs with the assurance that local schools will achieve meaningful results and take greater accountability for those results. Schoolwide plans must address which federal educational program funds are being used to support the local reform and how the school will meet the intent of the individual programs.

Examples from actual schoolwide plans are:

School #1

- Title II Staff Development
  Permanent substitutes will be assigned at the school on a rotating basis so that teachers can participate in professional development related to reading, writing, and mathematics. Teachers will also attend a summer workshop, which will focus on strategies to assist students in successfully meeting the state's assessment performance standards.

- Title IV
  Safe and Drug Free Schools
  The intent of Title IV will be met through providing both our staff and students the opportunity to participate in character education opportunities. An example of use would be "Assets Training."

- Title VII
  Emergency Immigrant Funds
  The school's ESL teacher provides support to second language learners in a variety of ways. From using cooperative learning strategies to thematic instruction, the ESL teachers collaborates and co-teaches with classroom teachers to meet the needs of identified students.

School #2

Under schoolwide programming, an account will be established to house all federal monies. These funds are targeted to support the implementation of the schoolwide plan. Titles I and IV are part of the monies that will be commingled to support the schoolwide plan to pay for staff, materials, staff development, substitutes, additional pay, and parent activities. The intent of Title IV Safe and Drug Free Schools is being met through in-house TV network programs, Social Skill of the Week, and the D.A.R.E. program. The intent of Title I is being met through smaller class sizes for reading instruction, students remaining in the same class longer, eliminating fragmentation, grouping and regrouping students, and more. Because of the grouping and regrouping instructional model, students have more time on task as well as more actual minutes on reading, language arts, and mathematics.

EIGHT REQUIRED COMPONENTS FOR A SCHOOLWIDE PLAN

1. Comprehensive Internal Analysis

_____ School, age, grade levels served, increasing or decreasing enrollment, student population characteristics

_____ Student performance on State and district standards

_____ Disciplinary referrals, retention, expulsion and dropout rates

_____ Attendance, mobility, and stability rates

_____ Disaggregated by gender, major ethnic or racial groups, limited English proficiency, migrant status and economically disadvantaged students compared to students who are not economically disadvantaged

2. Desired Results and Measurable Goals

_____ Desired results and measurable goals are consistent with the information contained in the internal analysis

_____ The measurable goals reflect the data-driven needs identified in the internal analysis

_____ The goals support the desired results

_____ Results and goals are centered on student learning and academic improvement

_____ Results and goals provide opportunities for all students to academically achieve at the proficient and advanced levels

_____ Results and goals address the needs of historically underserved populations

_____ Goals are measurable

_____ Goals are stated in measurable terms

_____ Goals are supported with baseline data

3. Structural and Programmatic Reforms

a. Action Strategies

_____ Strategies provide opportunities for all students to achieve at the proficient and advanced levels

_____ Based on effective ways of improving students' levels of achievement

_____ Use effective instructional strategies that increase the quantity and quality of time spent on learning from an enriched and accelerated curriculum

_____ Include strategies for meeting the educational needs of historically under served populations

_____ Strategies are related to and support the desired results and measurable goals

b. Schoolwide Organization

_____ Includes school's current organizational structure

_____ Outlines the proposed changes to the school's organization, schedules, programs, and educational philosophy

_____ Demonstrates how the school restructuring meets the needs of all students

c. Transition

_____ Describes how the school assists and supports children and students to transition from one educational experience to another.

d. Implementation and Timeline

_____ Outlines how all components of the plan will be implemented

_____ Addresses a review and revision process as the plan is implemented

4. Assessment, Evaluation, and Documentation

Student Accountability

_____ Explains how student progress toward each goal will be assessed and evaluated

_____ Explains how student progress toward each goal will be documented

_____ Explains how the progress data will be disaggregated by gender, race, ethnic groups, LEP, migrant status, disabled versus non-disabled students and economically disadvantaged students versus non-disadvantaged students.

_____ Addresses how the school will provide parents with the results of their child's performance

Systems Accountability

_____ Evidence of a design to implement an evaluation program to measure success in achieving the identified results.

_____ Evidence of how the school will evaluate the effectiveness of the educational programs

_____ Demonstrates how to revise any component of the plan that is shown not effective

5. Equity

_____ Addresses the needs of all students, especially the historically underserved

_____ Specific goals and strategies addressing student population identified to be at risk of reaching the State's and district's performance standards at the proficient or advanced levels

6. Professional Development

_____ Rigorous, results-based, data-driven, tied to student achievement

_____ Ongoing and integral part of the workday

_____ Uses a variety of approaches and professional development models

_____ Staff-designed, collaborative and school centered

_____ Allocates adequate resources (people, time, facilities)

7. Parental Involvement

_____ Describes how the school will involve parents and families in supporting their children's education

_____ Addresses how the school will establish ongoing, quality communication between parents and the school

_____ Outlines strategies to engage parents and families in activities that support the schoolwide reform

8. Coordination of Programs

_____ Identifies all federal, state and local program funds

_____ Describes how the plan meets the intent of the individual programs

IDEAS AND SUPPORTS FOR THE PLANNING PROCESS

TOOLS

Colorado Department of Education, 1998

Chart #1

What's Available	What's Needed

Chart #2

Baseline Data Summary – Achievement Data
Data Provided for Year(s) ___________

	Assessments/Instruments	Writing	Reading	Math	Science	Other
K						
1						
2						
3						
4						
5						
6						

Chart #3A

Baseline Data Summary -- Issues That Foster and/or Impede Achievement

	Enrollment/ Attendance	Promotion/ Retention	Suspension/ Expulsion	Strength/ Assets	Resiliency Factors	Health Data	ATOD* Prevalence	ATOD* Incidence	School Climate	Mobility/ Stability
K										
1										
2										
3										
4										
5										

*Alcohol, Tobacco and Other Drugs

Chart #3B

Baseline Data Summary -- Issues That Foster and/or Impede Achievement

	Enrollment/ Attendance	Promotion/ Retention	Suspension/ Expulsion	Strength/ Assets	Resiliency Factors	Health Data	ATOD* Prevalence	ATOD* Incidence	School Climate	Mobility/ Stability
6										
7										
8										

*Alcohol, Tobacco and Other Drugs

Chart #3C

Baseline Data Summary -- Issues That Foster and/or Impede Achievement

	Enrollment/ Attendance	Promotion/ Retention	Suspension/ Expulsion	Strength/ Assets	Resiliency Factors	Health Data	ATOD* Prevalence	ATOD* Incidents	School Climate	Mobility/ Stability
9										
10										
11										
12										

*Alcohol, Tobacco and Other Drugs

Chart #4

Performance by Quartile

Assessment	25 + below	26 to 49	50 to 74	75 to 100
Subtest				
Subtest				
Subtest				
Subtest				

Chart #4A

Grade Level __________

Performance by Quartile

Assessment Tool	25th % tile and below		26th to 49th percentile		50th to 74th percentile		75th and above	
	Number of Students	% age of Students	Number of Students	% age of Students	Number of Students	% age of Students	Number of Students	% age of Students
Subtest								
Subtest								
Subtest								
Subtest								

Chart #5A

Equity Matrix **Student Grouping** ______________(field)* **as percentage of totals**
Date compiled ____________________ **Building/district Name** ____________________
Grade level ____________________ **Total population for this level** ____________________
Person completing report ____

	Afrian American				**Asian/Pacific Islander**				**Hispanic**				**Native American**			
	female		**male**		**female**		**male**		**female**		**male**		**female**		**male**	
District as a whole	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**	**-SES**	**+SES**
TEST OR MEASUREMENT USED ______________																
Average Scores																
National																
District																
School																
TEST OR MEASUREMENT USED ______________																
Average Scores																
National																
District																
School																

---

*field describes area of focus, e.g., athletics, discipline, course enrollments, achievement averages, etc.
-SES and +SES indicates below and above the poverty line, as used to determine free or reduced fee lunch qualification.

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Chart #5B

Equity Matrix **Student Grouping** ______________(field)* **as percentage of totals**
Date compiled ____________________ **Building/district Name** ______________________________
Grade level ______________________ **Total population for this level** ________________________
Person completing report ____

	White				Bilingual/ESL				Pregnant/Parenting Teens				Students with Disabilities			
	female		male		female		male		female		male		female		male	
District as a whole	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES	-SES	+SES
TEST OR MEASUREMENT USED ____________																
Average Scores																
National																
District																
School																
TEST OR MEASUREMENT USED ____________																
Average Scores																
National																
District																
School																

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*field describes area of focus, e.g., athletics, discipline, course enrollments, achievement averages, etc.

-SES and +SES indicates below and above the poverty line, as used to determine free or reduced fee lunch qualification.

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Chart #6

Structure

FROM	TO

Instruction

FROM	TO

Roles

FROM	TO

Chart #7

PLANNING FOR RESULTS

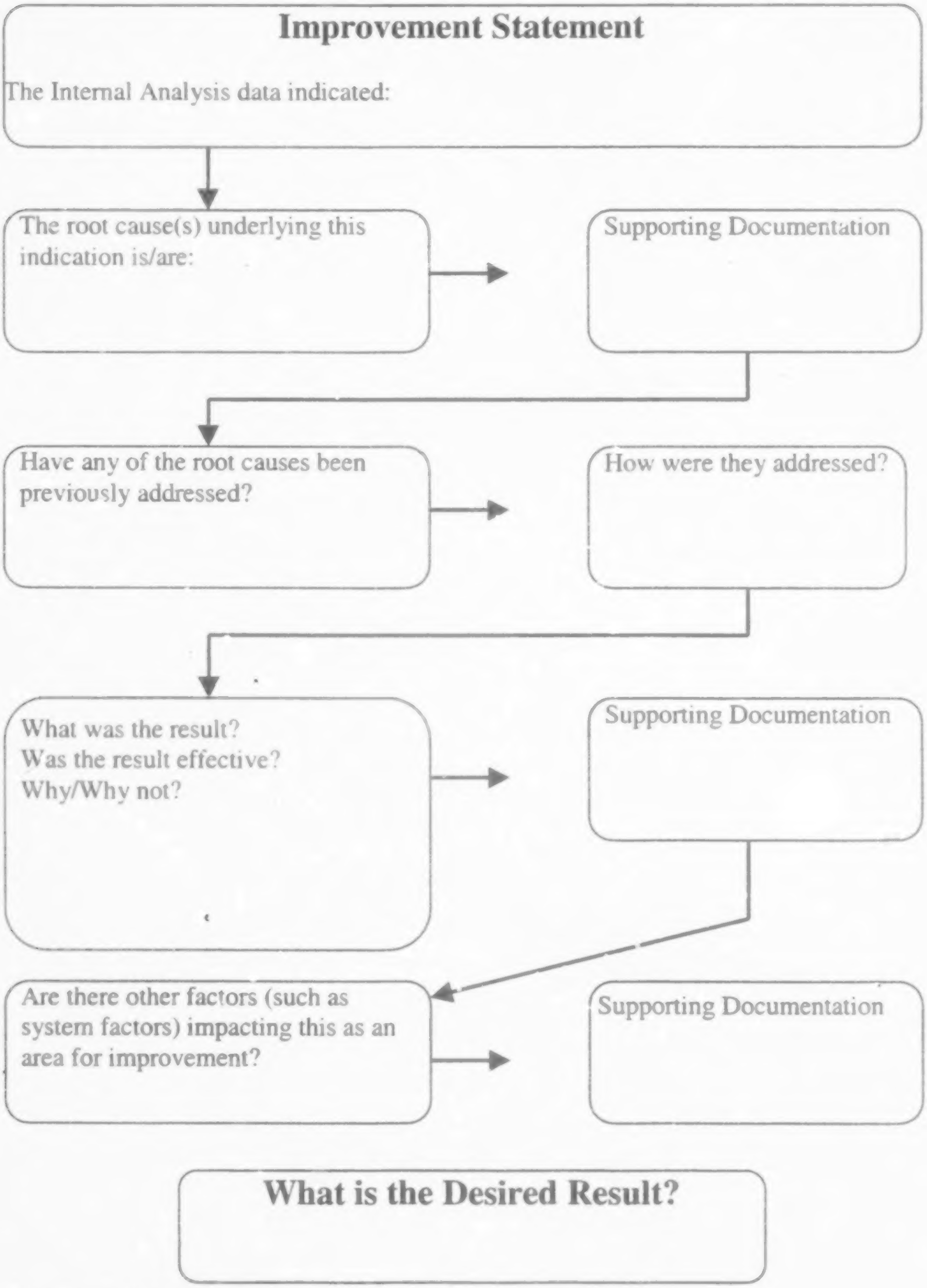

Improvement Statement
The Internal Analysis data indicated:
The root cause(s) underlying this indication is/are:
Supporting Documentation
Have any of the root causes been previously addressed?
How were they addressed?
What was the result?
Was the result effective?
Why/Why not?
Supporting Documentation
Are there other factors (such as system factors) impacting this as an area for improvement?
Supporting Documentation
What is the Desired Result?

Chart #8

School ____

Schoolwide Plan

Desired Result #_____	Rationale (Data):
Schoolwide Goal and Benchmarks:	Baseline Achievement Measure (How are we going to measure progress toward the benchmarks and goal?):

Does the Desired Result and Supporting Schoolwide Goal align with district and/or state standards? _____Yes _____No

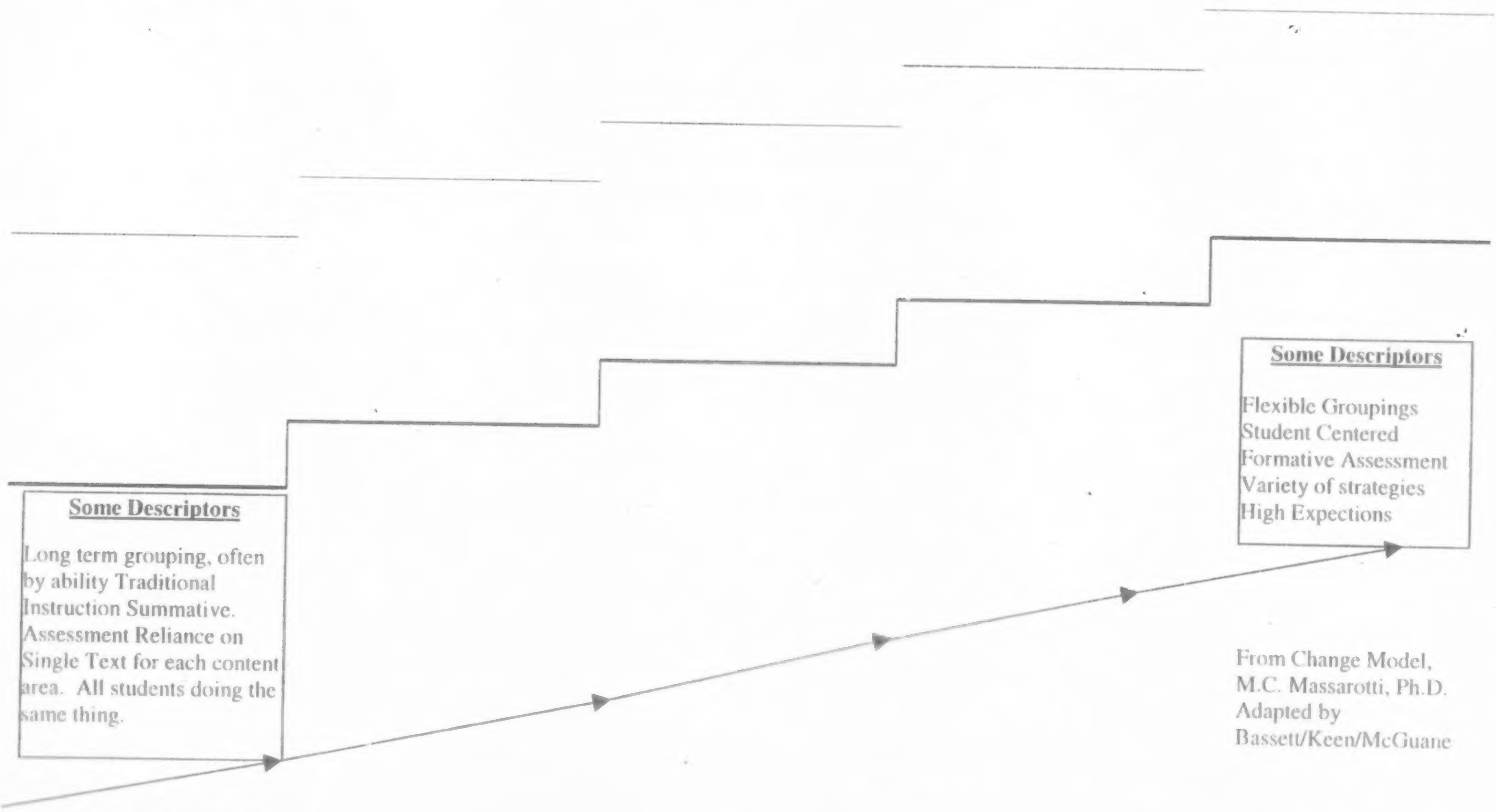
If yes, with which standard(s) and/or curricular areas?

Action Strategies	Strategy Evaluation/ Accountability	Timeline	Who's Responsible	Resources	Professional Development	Parent Involvement	Equity

Chart #9

INSTRUCTIONAL CHANGE

Where do you stand?



Some Descriptors

Long term grouping, often by ability Traditional Instruction Summative. Assessment Reliance on Single Text for each content area. All students doing the same thing.

Some Descriptors

Flexible Groupings
Student Centered
Formative Assessment
Variety of strategies
High Expections

From Change Model,
M.C. Massarotti, Ph.D.
Adapted by
Bassett/Keen/McGuane

Chart #10

Your School
Professional Development Plan
1999-2000 School Year

This is included as a resource for those planning staff development

Results-Driven Student Achievement Goal:

Needs Assessment Process:

Professional Development Goal:

Professional Development Strategies:

Date	Strategy	Planning Responsibility	Resources *An estimated cost should also be included here.	Objectives

Chart #11

Program Evaluation

Assessment/ Measurement Instrument	What Collected?	When/How Frequently Collected?	Collected by Whom?	From Where?	How Data will be used/ Analyzed and Reported?

Chart #12

Schoolwide Self-Assessment Profile Description Data

School: ____________________

Results-Drive Goals and Action Strategies

(Use a separate page for each of your school's goals)

Year Schoolwide Plan Developed ______ Year Schoolwide Plan Implemented ______ Year Schoolwide Plan Revised ______

Goal #______ (If goal has been revised, complete Appendix A.):

Evaluation of Goal (Measure):

STRATEGIES SUPPORTING GOAL

STRATEGY	Not Successful	Somewhat Successful	Successful	Highly Successful	Exceptionally Successful
Strategy #1:	1	2	3	4	5

Narrative Explaining Self-Evaluation (Use additional space if necessary):					
Strategy #2:	1	2	3	4	5
Narrative Explaining Self-Evaluation (Use additional space if necessary):					
Strategy #3:	1	2	3	4	5
Narrative Explaining Self-Evaluation (Use additional space if necessary):					

DATA COLLECTION MATRIX ON STUDENT ACHIEVEMENT

The idea for a matrix which would assess student achievement and equity began in 1995 in response to the need to provide information to education policy makers in a concise manner. Our years in educational equity and school reform, both as members of state educational agencies and regional desegregation assistance centers, made us aware that information beyond that of standardized testing was needed. The results of norm-referenced tests, while important indicators of student progress, do not give a full profile of student achievement or student participation in school. The Data Collection Matrix On Student Achievement (Data Collection Matrix) will create that profile and aid in making decisions based on objective information. The matrix will also assist schools in determining if their policies and practices are indeed reaching all students and if they are equitable--that is, the practices and policies are fair and inclusive and overcome past barriers to inclusion.

The Data Collection Matrix can be used for grades one through twelve. It reviews student achievement as measured by norm-referenced tests and the Colorado Student Assessment Program and provides student achievement information at the classroom level. It also measures student participation in athletics and non-athletic extracurricular activities, discipline, course enrollment, grades, and special programs within a school. The Data Collection Matrix will be expanded to include other areas as needed.

The data from the matrix will give a focused picture of the areas in which students are experiencing success as well as a clearer perspective on those dimensions, which may need scrutiny and improvement. School improvement efforts are most effective when the planning is supported by objective information. The data may also be utilized to measure the accountability and success of improvement efforts for students who have been under-represented in school programs. Disaggregated data assist in monitoring student achievement and can guide curriculum and instructional practices, especially when linked to assessment.

The Data Collection Matrix disaggregates data by race, ethnicity, gender, socio-economic status, conditions of disability, and pregnant and parenting students. All but socio-economic statuses are categories protected by federal equity legislation. For Title I schools, the determination of socio-economic status is a prerequisite in order to receive federal funding. Increasingly, research is focusing of socio-economic status and its impact on education and student achievement. Socio-economic status appears to be an important determinant of success in school for many children, which is why it is included in the matrix.

The gathering of data is often a tedious task, but it is a necessary effort if decisions, program design, assessments, and other evaluative processes are to be valid. The Data Collection Matrix takes information, which is already available to schools and districts and arranges it in a format that permits easy access and comparison and the monitoring of changes over time. It is also extremely important that the data and the information from which it is derived are handled with the utmost desecration and confidentiality. It is not the intention of the matrix to single out individual learners but rather to identify groups of students and trends within groups. An accepted practice is to not single out a group or category if there are fewer than ten students in a grouping. The use of information on socio-economic status is a particularly sensitive area, and it is an area in which information decreases as students move beyond the elementary grades. If specific students can be identified by using socio-economic status, it is better not to use the category. While the number of students who are eligible for free or reduced lunches does not decrease as the students move through school, often middle and high school students do not avail themselves of the program because of the stigma they perceive as attached to it. Cafeteria staffs often identify students in lunch programs in a way that is obvious to other students, and eligible students would rather go without food than to be singled out. For some schools and districts, it may not be possible to disaggregate information by socio-economic status in the upper grades.

The data are reported by percentages, which provide a clearer comparison than aggregate numbers. When the percentages in any one category are compared to the percentage of that group in the general school population it is often more revealing. By example: African-American males at Hometown High School are 20 percent of the student body. 80 percent of them have had discipline actions and five percent are taking an AP foreign language course. Those percentages more graphically tell about the participation of those males in school than knowing there are 885 students, 177 of whom are African American males at the high school, and that of the African-Americans, nine are taking an AP foreign language course and 142 have been involved in discipline actions.

The Data Collection Matrix forms which follow are for Demographic Information, Tests and Measurements, Discipline Actions, Course Enrollments, Athletic Participation, Non-Athletic School Activities, and Special School Programs.

Completion of the *Demographic Information Form* is the first step in the Data Collection Matrix. This information will be the basis of comparison as the other forms are completed. It requests aggregate numbers as well as the percent of the population that those number represent. It is possible that students will be in more than one category such as an Hispanic student who has a physical disability. When a student fits into more than one category, she or he may be listed in all areas that apply.

The form for *Tests and Measurements* is used for all standardized testing, including the Colorado Student Assessment Program. It is suggested that tests and measurements be reported by the grade to which they were administered. High schools may also want to include the scores for the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT) in these reports. Tests and measurements which a district may develop and are administered district wide can also be reported on this form.

Student discipline is an area of concern not only to school personnel but also to parents and students. The *Student Discipline* form will help highlight not only what populations receive suspensions and expulsions but also will show the dropout rate for any given year. It is possible that students may be involved in multiple disciplinary actions and will be counted more than once and in more than one category.

How well students do in subjects at the elementary level often determine what course work they will take in the upper grade. The courses students take, particularly in middle and high school, often determine who is prepared for post-secondary education, including four-year colleges, as well as for the labor market. The *Course and Subject Enrollment Form* will help in determining enrollment and grading patterns in classes. This includes remedial as well as honors, advanced placement, and international baccalaureate classes and programs. Such information is an important step in changing practices, including counseling that may limit a student's future options. It will also assist in curriculum planning and changes in instructional practices to foster student success and assist students in meeting or exceeding district and state standards.

Student participation in athletics and other extra-curricular activities is a key to determine who is involved in school. The more incentive students have to come to school and to take part in its offerings, the better their chances for achievement and success. The forms for *Athletic Participation* are to include all interscholastic sports offered. Sports which have club status, poms, or cheers are to be listed under *Non-Athletic Extra Curricula Activities*. If middle school sports are offered at a school, the form may be modified to reflect the grade levels for which there are sports. Extra curricular activities include clubs, honor societies, civic related activities, student government, debate teams, Odyssey of the Mind, and school sponsored travel outside the state, such as to Europe or Washington, D.C. Student handbooks are a good source to determine what is available to students in a school.

Most schools have special programs within the school. The *Special School Programs* form is used to list them. Gifted and Talented programs are an example of a special program. In addition, special educational classes or classes for bilingual/ESL are found in many schools. Each school will have to determine what special programs it has. Even though bilingual/ESL and students with disabilities are major categories on the form, not all such students are in special programs. A student with a learning disability may not be in a special education class, but rather may be in a regular classroom, needing only minimal accommodation for the disability. A student with a physical disability may only need access to an elevator and receive no other special services. Other students with physical or learning disabilities, emotional problems, or mental retardation will spend most of their day in a special program. These students should be listed on this form. Most bilingual/ESL students are mainstreamed after a period of time and do not receive additional language instruction. Those students who are receiving services should be included in a listing of special school programs. Each building or district will have to make a determination as to what special programs, including title programs, they have.

The consistent use of percentages in data collection becomes important when evaluating the areas assessed. In the ideal world, students would be represented in classes, athletics, extra-curricular activities, test results, and disciplinary actions in proportion to their percentage in the school population. When students are disproportionately represented or underrepresented in any category, it should be of concern to policy makers and planners. If there is more than a five percent plus or minus deviation, it is strongly suggested that the reasons for the discrepancy be investigated. When the deviations reach double digits, plus or minus, there should be serious concerns as to cause, especially as it impacts all dimensions of student achievement. It may be a difficult process to find the causes for the discrepancies, but it has to be done if solutions are to be found to correct inequities. To do less than that is to compromise the success of policies, procedures or programs meant to improve student achievement and inclusion.

The Data Collection Matrix is a tool to be used by schools and districts as part of the assessment process in evaluating student achievement and equitable practices. When it is used with other information, including historical, it will help planners and policy makers implement changes which will assist the greatest number of students to achieve their academic potential.

Jan Perry Evenstad
Kathleen C. Rigsby

Data Collection Matrix On Student Achievement

	Number	Percent of Population
African-American		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		
Asian Pacific Islander		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		

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Demographic Information

	Number	Percentage of Population
Hispanic		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		
American Indian		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		

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Demographic Information

	Number	Percentage of Population
White		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		
Bilingual/ ESL		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		

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Demographic Information

	Number	Percent of Population
Pregnant/ Parenting Teens		
Male		
-SES		
+SES		
Subtotal		
Female		
-SES		
+SES		
Subtotal		
TOTAL		
Students with Disabilities		
Males		
-SES		
+SES		
Subtotal		
Females		
-SES		
+SES		
Subtotal		
TOTAL		

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Data Collection Matrix On Student Achievement

Date Compiled ____________

Grade Level ____________

Person Completing Report ____________

As percentage of totals ____________

Building / District Name ____________

Total population for this level ____________

	African American					Asian Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

Grade Level ____________

Person Completing Report ____________

As percentage of totals ____________

Building / District Name ____________

Total population for this level ____________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
TEST OR MEASUREMENT USED					TEST OR MEASUREMENT USED				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED					TEST OR MEASUREMENT USED				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED					TEST OR MEASUREMENT USED				
Average Scores					Average Scores				
National					National				
District					District				
School					School				

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Data Collection Matrix On Student Achievement

Date Compiled ______________

Grade Level ______________

Person Completing Report ______________

As percentage of totals ______________

Building / District Name ______________

Total population for this level ______________

	White					Bilingual / ESL			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES

TEST OR MEASUREMENT USED ______________ | TEST OR MEASUREMENT USED ______________

Average Scores					Average Scores				
National					National				
District					District				
School					School				

TEST OR MEASUREMENT USED ______________ | TEST OR MEASUREMENT USED ______________

Average Scores					Average Scores				
National					National				
District					District				
School					School				

TEST OR MEASUREMENT USED ______________ | TEST OR MEASUREMENT USED ______________

Average Scores					Average Scores				
National					National				
District					District				
School					School				

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Data Collection Matrix On Student Achievement

Date Compiled ____________ As percentage of totals ____________

Grade Level ____________ Building / District Name ____________

Person Completing Report ____________ Total population for this level ____________

	Pregnant - Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				
TEST OR MEASUREMENT USED ____________					TEST OR MEASUREMENT USED ____________				
Average Scores					Average Scores				
National					National				
District					District				
School					School				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

otal population for this level ____________

	African American					Asian Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Detention					**Detention**				
Suspensions in school					**Suspensions** in school				
Suspensions out of school					**Suspensions** out of school				
Expulsions					**Expulsions**				
-Behavior					-Behavior				
-Weapons					-Weapons				
-Controlled substances					-Controlled substances				
-Other					-Other				
Dropouts					**Dropouts**				

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Data Collection Matrix On Student Achievement

Date Compiled ________________

As percentage of totals ________________

Grade Level ________________

Building / District Name ________________

Person Completing Report ________________

otal population for this level ________________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	**district as a whole**	- SES	+ SES	- SES	+ SES
Detention					**Detention**				
Suspensions in school					**Suspensions** in school				
Suspensions out of school					**Suspensions** out of school				
Expulsions					**Expulsions**				
-Behavior					-Behavior				
-Weapons					-Weapons				
-Controlled substances					-Controlled substances				
-Other					-Other				
Dropouts					**Dropouts**				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

otal population for this level ____________

	White					Bilingual / ESL			
	Female		Male			Female		Male	
	- SES	+ SES	- SES	+ SES		- SES	+ SES	- SES	+ SES
Detention					**Detention**				
Suspensions in school					**Suspensions** in school				
Suspensions out of school					**Suspensions** out of school				
Expulsions					**Expulsions**				
-Behavior					-Behavior				
-Weapons					-Weapons				
-Controlled substances					-Controlled substances				
-Other					-Other				
Dropouts					**Dropouts**				

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Data Collection Matrix On Student Achievement

Date Compiled ________________

As percentage of totals ________________

Grade Level ________________

Building / District Name ________________

Person Completing Report ________________

Total population for this level ________________

	Pregant-Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Extracurricular Activity ________________					Extracurricular Activity ________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ________________					Extracurricular Activity ________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ________________					Extracurricular Activity ________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

As percentage of totals ____________________

Grade Level ____________________

Building / District Name ____________________

Person Completing Report ____________________

otal population for this level ____________________

	Pregnant-Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
	- SES	+ SES	- SES	+ SES		- SES	+ SES	- SES	+ SES
Detention					**Detention**				
Suspensions in school					**Suspensions** in school				
Suspensions out of school					**Suspensions** out of school				
Expulsions					**Expulsions**				
-Behavior					-Behavior				
-Weapons					-Weapons				
-Controlled substances					-Controlled substances				
-Other					-Other				
Dropouts					**Dropouts**				

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Course and Subject
Enrollment

Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	African American					Asian Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

Grade Level ____________________

Person Completing Report ____________________

As percentage of totals ____________________

Building / District Name ____________________

Total population for this level ____________________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Course Title: ____________________					Course Title: ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________________					Course Title: ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________________					Course Title: ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________________					Course Title: ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

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Course and Subject Enrollment

Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	White					Bilingual/ESL			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	Pregnant/Parenting Teens					Students With Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Course Title: ____________					Course Title: ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	African/American					Asian/Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				

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Athletic Participation

Data Collection Matrix On Student Achievement

Date Compiled ____________________

Grade Level ____________________

Person Completing Report ____________________

As percentage of totals ____________________

Building / District Name ____________________

Total population for this level ____________________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				

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Athletic Participation

Data Collection Matrix On Student Achievement

Date Compiled ____________

Grade Level ____________

Person Completing Report ____________

As percentage of totals ____________

Building / District Name ____________

Total population for this level ____________

	White					Bilingual/ESL			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				

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Athletic Participation

Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	Pregnant/Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				
Sport ____________					Sport ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior Varsity					Junior Varsity				
Varsity					Varsity				

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

As percentage of totals ____________________

Grade Level ____________________

Building / District Name ____________________

Person Completing Report ____________________

Total population for this level ____________________

	African/American					Asian/Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Extracurricular Activity ____________					Extracurricular Activity ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ____________					Extracurricular Activity ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ____________					Extracurricular Activity ____________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				

-SES and +SES indicates below and above the poverty line, as used to determine free or reduced lunch qualification.

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

As percentage of totals ____________________

Grade Level ____________________

Building / District Name ____________________

Person Completing Report ____________________

Total population for this level ____________________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Extracurricular Activity ____________________					Extracurricular Activity ____________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ____________________					Extracurricular Activity ____________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity ____________________					Extracurricular Activity ____________________				
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				

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Data Collection Matrix On Student Achievement

Date Compiled ________________ As percentage of totals ________________
Grade Level ________________ Building / District Name ________________
Person Completing Report ________________ Total population for this level ________________

	White					Bilingual/ ESL			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Extracurricular Activity	________________				Extracurricular Activity	________________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity	________________				Extracurricular Activity	________________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity	________________				Extracurricular Activity	________________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				

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Data Collection Matrix On Student Achievement

Date Compiled ____________

As percentage of totals ____________

Grade Level ____________

Building / District Name ____________

Person Completing Report ____________

Total population for this level ____________

	Pregant-Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Extracurricular Activity	____________				Extracurricular Activity	____________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity	____________				Extracurricular Activity	____________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				
Extracurricular Activity	____________				Extracurricular Activity	____________			
Freshman					Freshman				
Sophomore					Sophomore				
Junior					Junior				
Senior					Senior				

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THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

The Stewart B. McKinney Homeless Assistance Act (1987, 1990, 1994) authorizes the State Board of Education to make grants to local education agencies (LEAs) for the purpose of facilitating the enrollment, attendance, and success of homeless children and youth in school. The goals of the Act are to:

- Expedite enrollment of homeless children who are not already enrolled
- Provide school choice opportunities for homeless students (school of origin in possible)
- Provide opportunities for parent involvement in enrollment decisions
- Ensure that homeless students are provided services in such a way that they are not isolated or stigmatized
- Promote school success and completion for homeless students
- Support collaboration between school districts and social agencies service homeless students

In 1996-97 it is estimated that over 1,900 homeless students were served through projects in seven McKinney funded projects throughout the State of Colorado. This represents two-thirds of the known homeless children and youth as reported in the annual school count. These students receive a variety of direct educational services such as tutoring, before and after school programs, summer school classes and assessment and diagnostic services. Homeless students also receive related services such as counseling, immunizations, transportation, school supplies and family support services.

Data Collection Matrix On Student Achievement

Date Compiled ____________________

As percentage of totals ____________________

Grade Level ____________________

Building / District Name ____________________

Person Completing Report ____________________

Total population for this level ____________________

	African American					Asian Pacific Islander			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Gifted & Talented ____________					Gifted & Talented ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

-SES and +SES indicates below and above the poverty line, as used to determine free or reduced lunch qualification

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Data Collection Matrix On Student Achievement

Date Compiled ________________

Grade Level ________________

Person Completing Report ________________

As percentage of totals ________________

Building / District Name ________________

Total population for this level ________________

	Hispanic					American Indian			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Gifted & Talented ________________					Gifted & Talented ________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ________________					Other Programs ________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ________________					Other Programs ________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ________________					Other Programs ________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

Grade Level ____________________

Person Completing Report ____________________

As percentage of totals ____________________

Building / District Name ____________________

Total population for this level ____________________

	White					Bilingual ESL			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Gifted & Talented ____________________					Gifted & Talented ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________________					Other Programs ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________________					Other Programs ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________________					Other Programs ____________________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

-SES and +SES indicates below and above the poverty line, as used to determine free or reduced lunch qualification.

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Data Collection Matrix On Student Achievement

Date Compiled ____________________

Grade Level ____________________

Person Completing Report ____________________

As percentage of totals ____________________

Building / District Name ____________________

Total population for this level ____________________

	Pregnant - Parenting Teens					Students with Disabilities			
	Female		Male			Female		Male	
district as a whole	- SES	+ SES	- SES	+ SES	district as a whole	- SES	+ SES	- SES	+ SES
Gifted & Talented ____________					Gifted & Talented ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				
Other Programs ____________					Other Programs ____________				
Beginning Enrollment					Beginning Enrollment				
Average Grade					Average Grade				
Completion Enrollment					Completion Enrollment				

-SES and +SES indicates below and above the poverty line, as used to determine free or reduced lunch qualification.

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APPENDIX

SCHOOLWIDE FISCAL GUIDANCE

Authorization: Section 1114, Title I, Improving America's Schools Act (IASA) of 1994 authorizes the implementation of schoolwide programs in eligible schools. With the implementation of a schoolwide program the LEA is relieved of many of the financial reporting requirements that are a part of the programs that may participate in a schoolwide program. This exemption from otherwise required fiscal accountability is provided through notice published in the Federal Register pursuant to Section 1114(a)(4), Title I, IASA. This notice appears at 60 FR 49174 (September 21, 1995). (Attachment 1)

Funds Included: Funds that may be included in a schoolwide program include those that the school receives from "any Federal education program administered by the Secretary" (60 FR 49174, 9/25/95), except the following programs:

- Funds provided under the Schools Facilities Infrastructure Improvement Act.
- Programs under Subpart 1 of Part D of Title I, ESEA services for children in State institutions for neglected or delinquent children, unless funds are used for transition services involving a schoolwide program school.
- Programs under the Adult Education Act or Subpart 3 of Part A of Title IX of the ESEA (adult Indians), unless adult literacy services are integrated within a schoolwide program plan.
- Funds awarded to institutions of higher education, unless those funds support elementary or secondary schools.
- Programs that are not administered by the Secretary, such as the National School Lunch Program and Head Start.

In addition, funds allocated by formula to nonschoolwide program schools in an LEA cannot be redistributed to schoolwide programs. Any redistribution of funds would have to be consistent with the authorizing statute.

With the reauthorization of IDEA in 1997, those funds may now be combined in a schoolwide program. An LEA may use a per-child share of its Part B, IDEA funds in a schoolwide program in which children with disabilities are participating. The reauthorized IDEA only allows flexibility in the use of funds. All other requirements of the IDEA must still be met for children in schoolwide program schools.

Uses of Funds: When an LEA combines eligible program funds in a schoolwide school, the requirements to identify the specific uses of those funds is eliminated. There is still the requirement that the needs of the targeted groups be met in a schoolwide program, however the obligation to identify the use of program funds only for a targeted group is eliminated. From a Federal viewpoint, eligible program funds lose their identity at the schoolhouse door. Despite the loss of identity of the Federal funds in a schoolwide program, there are still certain aspects that require continued accountability.

First, an LEA must be able to demonstrate that the funds from eligible programs used to support its schoolwide programs supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school. In other words, the amount of state and local funds cannot be reduced and replaced with Federal funds in a schoolwide building, simply because there is a reduced level of accountability for the Federal funds.

Secondly, if funds from Title I, Part C, Education of Migratory Children are included in a schoolwide program, an LEA must be able to document that it has complied with the requirement that the needs of the migratory children have first been addressed before combining Migrant funds in a schoolwide program. (60 FR 49176, 9/25/95). This documentation could include a record of the amount of dollars spent on the needs of the migratory students and the services provided. An LEA does not need to document that it used MEP funds for this purpose; rather, the school may use any of its funds for this purpose.

Similarly, if funds from Title IX, Indian Education are included in a schoolwide program, an LEA must first obtain approval of the parent committee established by the LEA under Section 9114(c)(4).

Finally, when eligible Federal education program funds are combined in a schoolwide program, the school and its LEA must still comply with certain requirements applicable to those programs as they relate to:

- Health and safety requirements
- Civil rights requirements
- Gender equity requirements
- Participation and involvement of parents and students
- Private school children, teachers, and other educational personnel
- Maintenance of effort
- Comparability of services
- Distribution of funds to SEAs and LEAs

Local Accountability: Although the Federal requirements have been relaxed, there is still a need for state and local accountability for the expenditure of funds combined in a schoolwide program. Local Boards and administrative officials still need to know how each of their buildings are using funds from all sources, including Federal funds being combined in a schoolwide program. District officials may still require whatever budgeting and level of accountability that they need from a schoolwide school. In addition, there is a need to report expenditures to CDE by source (state, local or Federal) and by use of funds (salaries, capital expenses, etc.) as reported on the CDE 3 form.

With the July 1, 1997 implementation of the new Chart of Accounts and the initiation by IASA of interfund transfers and combining of program funds a set of accounting transaction entries were prepared, as examples, to assist LEAs in coding related transactions and capturing the detail required to facilitate local and state reporting. Currently, this is in the form of a Draft Appendix Q to the Financial Policies and Procedures handbook. These are examples of transaction entries, but the LEA is not required to use these specific entries. Use of these entries should provide a level of detail that would be required for most local accounting needs as well as information required by CDE.

The Elementary and Secondary Education Act (ESEA), Audit Compliance Supplement suggests that when funds are transferred to a schoolwide program, they are considered to be expenditures at that time. To determine that funds were expended and how they were spent to calculate maintenance of effort an LEA may use any reasonable method. For example, an LEA could allocate expenditures of Federal program funds in a schoolwide program school in proportion to the amount of Federal funds provided to the school. If it is determined that not all of the Federal funds were expended, carryover could be determined in a similar fashion, by determining the proportion of each eligible programs contribution and applying that rate to the amount of carryover funds.

Funds Drawdown: Although funds may be combined in a schoolwide program, they must still be requested by individual program. The LEA/BOCES is still required to request the funds in accordance with the governing statute for each participating grant and generally in a manner that minimizes the elapsed time between receipt of the funds and disbursement of those funds for grant activities.

Time and Effort Reporting: OMB Circular A-87 requires that employees that work on a single Federal award or cost objective provide periodic certification that the employee worked solely on that program. Employees that work on multiple cost objectives must provide documentation to reflect the amount of time spent on each cost objective. Under schoolwide programs neither certification nor personnel activity reports are required. An LEA/BOCES must still comply with the standards for general payroll documentation described in Circular A-87, Attachment B.11.a, b and c.

TITLE I, PART B
Even Start Family Literacy

Title I, Part B, of IASA provides funding for the Even Start Family Literacy Program. Unlike Title I, Part A, the distribution of these funds involves a competitive process in which a community organization submits a response to a Request for Proposal, in partnership with a local educational agency. Each location applying for Even Start is requested to document the extent of its interagency / community involvement and commitment, the contribution the proposed program(s) will have to current child literacy and adult education efforts, methods which will be utilized to ensure outreach to diverse populations, and strategies which will support existing family involvement activities. This focus on interagency involvement and capacity building within a community necessitates a positive, ongoing relationship between Title I programs in local school districts and the Even Start program.

A community must provide evidence that Even Start funds will support adult education and family literacy while serving:

- underachieving or language-delayed preschool children;
- children in the primary grades who are at risk of failing the state standards;
- areas of high unemployment and/or poverty;
- wrap-around child care for part-day literacy programs; and/or
- students in local school districts which have high concentrations of low-income children.

Each partnership also must present a plan for continuing its Even Start services at the end of the grant period. This plan describes the extent of community involvement in addressing the continuation through uses of existing or expected resources, as well as providing documentation that proposals have been submitted to access other funding sources, in an attempt to increase the financial base of the program.

Schoolwide programs may access and collaborate with Even Start programs to provide family literacy services. These collaborations offer schoolwides the opportunity to implement aspects in their program designs, which would not typically be funded through Title I, Part A monies. Such components of Even Start's service delivery model as infant/toddler services, wrap-around child care, and adult education (training in literacy and workforce skills) can be effective supports for schoolwides as the develop community-centered buildings.

By using Even Start to access such early childhood services as preschool for children three to five years of age, home-visitation, and parental involvement / support, schoolwides may use the Part A dollars, which would have paid for these services, to support other needs within the building. Similarly, schoolwide programs may utilize the various collaborative partnerships (e.g., with local departments of health and of human services, with self-sufficiency programs and with public libraries) which Even Start has established within their communities to provide support for all children and families.

Schoolwides can support Even Start by facilitating, incorporating, and re-enforcing the provision of PACT {Parent and Child Together} time within the classroom and/or school building. The involvement of schoolwide personnel ensures that this approach to literacy development provides both community and school support for families, and assists children in the primary grades in meeting content standards, particularly those which focus on literacy. The expertise of school personnel (teachers, therapists, and resource people) who work with children in the primary grades, combined with the adult education / early childhood care and education / community partnerships inherent in Even Start, can serve as an effective means of facilitating the development of literacy for families and their children from birth through age seven.

TITLE I, PART C
MIGRANT EDUCATION

The passage of The Improving America=s Schools Act (IASA) in 1994, provides those involved in planning schoolwide programs with uncommon opportunities to think Aoutside the box≡ of categorical funding streams. When Migrant Education Program (MEP) funds/services are combined with other program funds in a schoolwide program, it creates the possibility of finely tuned and coordinated service delivery plans that meet the needs of ***all*** students in the building.

Recognizing the unique and critical needs of migrant students, Congress provided a safety net for this population in section 1306(b)(3) of Title I and ∍200.8(c)(3)(ii)(B)(1) of the regulations, stating that

A...a schoolwide program school that combines funds received under Part C of Title I, ESEA, for the education of migratory children must, in consultation with parents of migratory children or organizations representing those parents, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit those children to participate effectively in school and document that services to address those needs have been provided.

The following Opportunity to Learn Standards for Migrant Students were developed by the National Association of State Directors of Migrant Education[1]. They can provide a framework through which parents and educators can assess the effectiveness of instructional and support services provided to migrant students in schoolwide programs. The Colorado Department of Education, Migrant Education Program has added quality indicators to each of the standards below against which schoolwide planners can measure the level of services and opportunities available in their buildings to meet the special needs of migrant children.

Standard 1: Equitable Access to Educational Opportunities

How It Looks in the School:

- Regular and ongoing communication exists between migrant education staff and school staff to assure that all are aware of the seasonal migration patterns of migrant families in the area and are prepared for late enrollments and early withdrawals of migrant student.

- Evening and on weekends to meet the needs of migrant and other highly mobile students and their families

---

[1] "Giving Migrant Students An Opportunity To Learn,≡ (National Association of State Directors of Migrant Education)

- Comprehensive and ongoing professional development opportunities are scheduled to inform staff of the unique needs of migrant students. This would include topics such as: profile of the migrant family, where they live, what work they do, ethnic composition, features of the culture, housing conditions, health issues, human service needs, adult education needs, early childhood care and education needs, secondary credit accrual needs, etc.

- Migrant students have access to technology both as a tool for learning and as an object of learning as demonstrated by adequate time in computer labs and the school's use of distance learning and telecommunications technology to overcome barriers in students' learning.

- The school has a variety of programs and services available to address the needs of limited English proficient students, including but not limited to linguistically appropriate instruction and materials.

- All written school-home communication is available in the primary language of the parents. Translators are available as needed for parent/teacher conferences and any other contacts parents may need to have with school personnel.

Standard 2: Management, Coordination, and Collaboration

How It Looks in the School:

- All teachers, aides, paraprofessionals, and counselors in the school can describe the coordinated services that are provided to migrant students.

- Teachers and other instructional staff have adequate, regularly scheduled planning time to discuss and coordinate services to migrant students.

- A process is in place which assures that communication and coordination between MEP staff and school staff result in the timely retrieval and transmission of migrant student health and education records by utilizing the MEP record transfer system and the school's or district's established procedures.

- Schools that share migrant students have procedures in place which assure curricular continuity, credit accrual and partial credit award for secondary students, and arrangements for Texas-based students to take the Texas Assessment of Academic Skills (TAAS) required for graduation.

Standard 3: High Expectations and Positive Attitudes

How It Looks in the School:

- The school has written policies detailing procedures for enrolling late-arriving migrant students which include providing information to students and parents in their primary language; informing students of, and encouraging participation in, various support services and extra-curricular activities available in the school; ensuring that students and their families are welcomed into the school community; etc.

- Teachers and other instructional staff have access to diagnostic tools (i.e. Snapshot Assessment) that can be used to quickly place a student in the appropriate classes and support services.

- The school assures that migrant students have access to advanced placement courses when appropriate, ACT and SAT testing, and gifted and talented classes.

- School staffs are aware of and make use of not only academic strengths, but also the personal strengths each student brings, such as a positive work ethic, strong family ties, and a respect for education.

- The school/classroom structure reflects inclusively, eliminating isolation of migrant students from their less mobile peers.

Standard 4: Creative, Optimal Learning Environments

How It Looks in the School:

- Comprehensive and ongoing professional development opportunities are provided for all staff focusing on the diverse needs of mobile students.

- A variety of developmentally appropriate teaching strategies and approaches that are also appropriate to students' learning styles, cognitive and language proficiency levels, and cultural backgrounds are in evidence in classrooms.

- Gaps in migrant students' education are identified and appropriate accelerated programs are implemented to bridge the gaps and move students toward grade level and beyond.

- School and classroom environments are culturally and personally familiar and reflect the migrant lifestyle.

- Secondary schools demonstrate an awareness of the credit exchange and accrual barriers that migrant students face and implement programs to address these critical needs, such as the Portable Assisted Study Sequence (PASS), distance learning, partial credit award policies, agreements between schools to coordinate credit acceptance, use of the Migrant Education

Binational Transfer Document, etc.

- Early childhood services are provided through a coordinated effort among programs such as Even Start, Migrant Even Start, Head Start, Migrant Head Start, and local school and private child care and education services.

- Alternative measures of student performance, such as portfolio assessment, desired outcomes or benchmarks such as credit accrual, promotion rates and graduation rates, etc., are used as appropriate.

- Realizing that summer is a high impact time with many migrant families moving into areas for agricultural work, programs (Title I, Migrant, Homeless, Bilingual, and regular education) demonstrate coordinated efforts to provide comprehensive summer school opportunities for students.

Standard 5: Equitable Support Structures

How It Looks in the School:

- Schools are aware of the local migrant Parent Advisory Committee and assure that migrant parents have equitable opportunity for input in the school.

- Staff development is focused to help school personnel understand the educational and social issues related to the education of migrant children, choose the tools to properly assess student needs, and plan programs to meet those needs.

- Brochures are available in Spanish and English outlining the various support services available in the school and in the community. Such services might include food, clothing, shelter, medical/dental, translation, child care, legal aid, advocacy, adult education, training, transportation, crisis intervention, financial assistance, counseling and other social services.

- Migrant children are given the same opportunity to share in school resources and activities regardless of late enrollment or early withdrawal.

- The school is a key player in support service referral and coordination activities. This would include the brokerage of services such as health and dental, social services, etc.

TITLE II
EISENHOWER PROFESSIONL DEVELOPMENT PROGRAM

The new Eisenhower Professional Development program (title II) supports sustained, intensive, high-quality professional development tied to challenging state academic standards. Most of the funds with focus on teacher improvement efforts based on professional development plans created and implemented by school districts and schools. The program ensures that teachers and principals play a crucial role in determining what kind of training they need as professional development moves from one-time workshops toward more lasting efforts that are integrated into the daily life of the school. Program funds will assist institutions of higher education and other organizations to develop the capacity to offer high-quality professional development. Funds may also be used to support the development of clearinghouses, professional development institutes, and networks of teachers and administrators. Title II funds will be tied to other professional development efforts, such as those under Title I and Title VII, to enhance the capability of school districts and schools to better meet the needs of today's diverse students.

TITLE IV
Safe And Drug Free Schools And Communities

Safe and Drug-Free Schools and Communities Act
Nonregulatory Guidance for Implementing the
SDFSC Principles of Effectiveness
May, 1998

The Safe and Drug-Free Schools and Communities Act (SDFSCA), authorized by the Elementary and Secondary Education Act (ESEA) (Title IV, Sections 4111-4116, 20 U.S.C. 7111-7116), is a central part of the Federal Government's effort to encourage the creation of safe, disciplined, and drug-free learning environments that will help all children meet challenging academic standards. The program provides support for school- and community-based programs to help our Nation's communities prevent alcohol and other drug use, as well and youth violence. Program funds support activities designed to lead to attainment of the seventh National Educational Goal:

> *By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.*

A primary aim of the 1994 reauthorization of the ESEA was to provide recipients of funds with expanded flexibility to design and implement programs that meet State and local needs and support education reform strategies. **This increased flexibility must be matched by improved accountability for achieving measurable results.** The revised statutory provisions of the SDFSCA State and Local Grants Program reflect this policy goal. Specifically, the reauthorization sought to increase accountability for program funds by requiring:

The Four Principles of Effectiveness

1. Base programs on a thorough assessment of objective data about the drug and violence problems in the school and communities served

- Conduct a thorough assessment of the nature and extent of youth drug use and violence problems
- Build on existing data collection efforts
- Examine available objective data from a variety of sources (law enforcement, public health, etc.)
- Assess the needs of all segments of the youth population

****

- Availability of relevant services in the community and schools*
- Data on adult drug use and violence problems**

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* Recommended but not required

A thorough assessment means to assemble and analyze information that will help develop a full understanding of:

- The nature and extent of the youth drug and violence problem in the local area
- Existing efforts to prevent drug use and violence
- Existing activities that help monitor success of prevention programs

Objective data generally means not influenced by emotion, surmise or personal opinion. For example, this includes information from records that detail the number of referrals to law enforcement for various illegal infractions.
Since measurable goals and objectives for prevention programs that link to changes in student attitudes and behaviors are to be developed, the needs assessment information that focuses only on process and implementation issues (number of teachers trained, number of hours of instruction. . .) will not provide sufficient support for the goal-setting or evaluation process embodied in the Principles.

The data used in the thorough needs assessment should be focused on the drug use and violence problems in the local school and neighborhood. The more closely needs assessment information can be focused on the target population for programming, the more valuable it will be in helping to identify the problem, develop measurable goals and objective, and select appropriate interventions.

The activities following data collection are the most important part of a needs assessment process. The data collected is an integral part of the planning process.

2. With the assistance of a local or regional advisory council where required by the SDFSCA, establish a set of measurable goals and objectives and design programs to meet those goals and objectives.

- Develop measurable goals and objectives for programs
- Develop goals and objectives that focus on behavioral or attitudinal program outcomes as well as program implementation
- Develop goals and objectives that will permit a determination of the extent to which programs are effective in reducing or preventing drug use, violence or disruptive behavior among youth.

A measurable goal is one that permits a quantitative assessment of progress. It is easy to assess progress toward achieving a goal when the goal includes a quantifiable outcome [provided that baseline (or beginning) data exists.] Measurable goals should be directly related to the results of the needs assessment.

The Principles require that programs are demonstrated to be effective in reducing youth drug use or violent behavior, or in changing attitudes that are predictors of or precursors to youth drug use or violent behavior. Programs must include measurable goals that relate to behavior or attitude change. Goals should be set to demonstrate how the positive, measurable impact on students will be achieved.

3. Design and implement programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

- Take into consideration the needs assessment and measurable goals and objectives to select and implement programs that have demonstrated effectiveness in preventing or reducing drug use, violence, or disruptive behavior
- Implementation of research-based programs will significantly enhance effectiveness of programs
- Review the breadth of available research and evaluation literature
- Replicate proven effective programs in a manner consistent with their original design

This Principle focuses primarily on programs for youth -- that is, programs implemented directly with students, including delivery of curriculum or skills-building lessons. These programs:

- must have been demonstrated to be effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use of violence; or
- must show promise in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence.

When a research-based youth program that has already been demonstrated to be effective is implemented, care should be taken to be certain that the program is implemented in a manner that faithfully replicated the effective program as it was originally conceptualized, implemented and tested. If significant modifications in a program that has been demonstrated to be effective in is its original form are made, the results shown in the initial evaluation should not be expected to be replicated.

Questions to ask when implementing programs that show promise of being effective:

- Does the program share common components or elements with programs that have been demonstrated to be successful?
- Is the program clearly based on accepted research?
- Is there preliminary data or other information that suggest that the program shows promise of effectiveness?

If promising programs are implemented, then at the end of no more than two years of implementation, it must be demonstrated that the program has been effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence.

If the needs assessment identifies a need for programs that do not directly serve youth, the programs must still meet the requirement embodied in the SDFSCA and the Principles. To implement these programs, available evaluation data about the proposed intervention should be examined, as well as other relevant research, including information about best practices in the field. Youth-related measures of effectiveness should be identified that will assist in assessing the success of these programs that do not directly serve youth.

If drug use or violent behavior is not diminishing, programs that do not directly serve youth should be modified.

4. Evaluate programs periodically to assess progress toward achieving goals and objectives, and use evaluation results to refine, improve and strengthen programs and to refine goals and objectives as appropriate.

- Assess programs and use program outcome information and fidelity of replication information to re-evaluate existing program efforts
- Evaluation information needs to demonstrate, in some fashion, positive outcomes in terms of reducing or preventing drug use, violence, or disruptive behavior among youth, or other behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence
- Use assessment results to determine whether programs need to be strengthened or improved
- Use assessment results to determine whether program goals and objectives are reasonable or have been met and should be revised
- Report to the public on progress toward attaining measurable goals and objectives for drug and violence prevention

Evaluation is the systematic collection and analysis of data needed to make decisions. There is a need to examine the programs being implemented to determine if they are meeting the established measurable goals and objectives.

Evaluation is integral to the outcome of preventing or reducing drug use, violence, or disruptive behavior. After assessing needs, deciding on goals, and implementing a program, the fourth Principle requires programs to determine how successful the activities have been in meeting established goals, and to use that evaluation information as part of a continuing improvement process.

The four **Principles of Effectiveness** provide a framework to help SDFSCA State and Local Grant funds recipients design, implement, and evaluate programs in order to use funds efficiently and effectively as possible. The Principles, when implemented as a unit, provide a framework that will help recipients use SDFSCA funds in a manner that is most likely to address priority problems with practices identified as effective. All funds appropriated for SDFSCA State and Local Grants Program are subject to the requirements of the Principles. Local Education Agencies (LEAs) receiving SDFSCA funds must re-examine their current efforts to be certain that they are consistent with each of the Principles. The Principles take effect on July 1, 1998.

TITLE VI
INNOVATIVE EDUCATION PROGRAM STRATEGIES

Title VI of the Improving America's Schools Act of 1994 is a federally funded education program which supports schools in their efforts to assess local educational needs, improve the quality of instruction, and enhance student achievement.

Fundamental to Title VI is the belief that schoolteachers, principals, superintendents, parents and others in the community are in the best position to design a program to meet the educational needs of students in their school district.

The goals of Title VI are:

- to support local and statewide education reform efforts under Goals 2000,
- to help schools reach the National Education Goals,
- to provide funding to enable state and local educational agencies to implement effective education reform programs,
- to provide resources for innovation and improvement in education, and
- to meet the educational needs of students at risk.

In working toward program goals, Title VI places a high priority on the following:

- minimizing the administrative burden of the program,
- involving parents, teachers, and the community at large in assessing local educational needs,
- increased flexibility of funding to encourage innovative projects to improve elementary and secondary education programs,
- services to private school students, and
- accountability.

RESOURCES